

# For Reference

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NOT TO BE TAKEN FROM THIS ROOM

THE STRUCTURE AND MOTIVATION  
OF AN ADOLESCENT PEER GROUP

by

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EDMONTON, ALBERTA

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## ABSTRACT

The purpose of this study was to determine, by the case-study method, the structure of the adolescent peer group and the factors that influence the behavior of its members. The specific group studied was made up of the nine boys of the grade eleven class of Brooks High School.

To secure information on the structure of the group, the following tests were used: The Sociometric Test, the Guess Who Test, The Classroom Social Distance Scale, The Sims SCI Occupational Rating Scale and the Sims Score Card for Socio-Economic Status.

For data concerning the members of the group, the following tests were administered: The Gordon Personal Profile; The Thurstone Temperament Schedule; The Guilford-Zimmerman Temperament Survey; The Rotter Incomplete Sentences Blank; The SRA Youth Inventory; The Kuder Preference Record, Vocational; and the Otis Quick-Scoring Test of Mental Ability, Gamma Test.

In addition, autobiographies, cumulative records and interviews with students, parents, teachers and key members of the community were utilized.



These data were analyzed to determine the structure of the group. Friends, popular persons, leaders, followers and isolates were studied to establish the behavior traits associated with these roles. Major factors influencing the behavior of the members of the group were determined. One of the most important of these appeared to be the desire to gain acceptance in the group. To do this it appeared that a boy must gain recognition from the key members, share similar interests, be available and eager for participation in group activities, conform to group standards and be near the average age of the group. The roles assumed by the individual in the group also had an effect on his status, since the members associated certain traits with the positions of leader, follower, popular person and friend.

The increasing importance of heterosexual social activities seemed to exert pressure on the members of the group, for they found it necessary to get along, not only with the boys, but with the girls who entered increasingly into their activities. The students who came to school by van were not readily taken into the social groups of the school and so tended to form close associations among themselves.

Outside the group, the home and the school appeared to exert considerable influence on the behavior of the members. Most of the boys indicated satisfaction with their home life. Where these conditions did not exist, attitudes of extreme independence and hostility were apparent. Undue emphasis on academic success by their parents was reflected in feelings of insecurity of two of the boys in the group.



Their failure to realize in school the expectations of the home seemed a fundamental cause of adjustment difficulties in other areas. The boys felt that the teachers influenced their behavior through the examples that they gave and through the guidance they provided, particularly in the vocational field.



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## TABLE OF CONTENTS

	Page
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xiii
Chapter	
I. THE NATURE OF ADOLESCENCE .....	1
II. THE NATURE OF ADOLESCENT GROUPS .....	6
Adolescent Groups .....	6
Friendships .....	8
Cliques .....	9
Crowds .....	9
Adolescent Roles .....	10
Leadership .....	11
Followers .....	12
Isolates .....	12
Social Behavior in Adolescence .....	13
Summary .....	15
III. RELATED STUDIES .....	16
Acceptance .....	16
Leaders .....	19
Friends .....	20
IV. METHODS OF STUDY .....	22
Sociometric Measurement .....	23
The Sociometric Test .....	23
The Classroom Social Distance Scale .....	25
The Guess Who Test .....	25
Sims Score Card for Socio-Economic Status ..	26



Chapter		Page
	Sims SCI Occupational Rating Scale .....	26
	Adjustment, Personality, Interest and Psychological Measurement .....	27
	The S.R.A. Youth Inventory .....	27
	The Rotter Incomplete Sentences Blank .....	27
	The Guilford-Zimmerman Temperament Survey..	28
	The Thurstone Temperament Schedule .....	28
	The Gordon Personal Profile .....	28
	The Kuder Preference Record .....	28
	Otis Quick-Scoring Mental Ability Test ....	29
	Procedure .....	29
V.	LOCATION OF STUDY .....	34
VI.	THE STRUCTURE OF THE GROUP .....	37
	Sociometric Tests .....	37
	The Classroom Social Distance Scale .....	48
	Summary .....	50
VII.	THE GROUP MEMBERS .....	57
	Family Data .....	57
	Personality Measurement .....	60
	Adjustment Measurement .....	67
	The Rotter Incomplete Sentences Blank .....	71
	Vocational Interests .....	79
VIII.	FURTHER INSIGHT INTO THE GROUP MEMBERS .....	84
	Achievement .....	84
	Teachers' Observations .....	88
	The Guess Who Test .....	92
	Extra-Curricular and Leisure Time Activities	94
	Analysis of Autobiographies .....	97



Chapter	Page
IX. THE ROLE OF THE INDIVIDUAL IN THE PEER GROUP .....	103
Best Friends .....	103
Popular Persons .....	109
Leaders .....	111
Followers .....	112
Isolates .....	113
X. A SUMMARY OF PERSONAL DATA ON GROUP MEMBERS .....	116
Alan .....	116
Bob .....	119
Clifford .....	121
Dennis .....	122
Eric .....	122
Frank .....	124
George .....	125
Hugh .....	126
Ian .....	127
XI THE FACTORS INFLUENCING THE BEHAVIOR OF ADOLESCENTS	129
Factors Within the Group .....	129
Factors Outside the Group .....	132
XII. SUMMARY AND CONCLUSIONS.....	136
Group Structure .....	136
Roles .....	138
Factors Influencing Behavior .....	140
Effectiveness of Teachers' Judgments .....	142
Implications for the School .....	142
Future Studies .....	143



	Page
BIBLIOGRAPHY .....	145
APPENDIX .....	148
A. Character Sketch .....	148
B. Guess Who .....	149
C. Guess Who .....	150
D. The Classroom Social Distance Scale .....	152



LIST OF TABLES

Table		Page
I	Choices Received by Boys on Three Sociometric Tests Asking "Near Whom Would You Like to Sit?"....	42
II	The Distribution of Choices on Sociometric Tests Given in September, 1956, December, 1956 and March, 1957 .....	44
III	The Distribution of Reciprocated Choices on Sociometric Tests given in September, 1956, December, 1956 and March, 1957 .....	45
IV	The Choices Received by the Boys of Grade Eleven, Brooks High School, on Three Different Sociometric Tests .....	47
V	The Ratings of the Grade Eleven Boys, Brooks High School, on the Classroom Social Distance Scale ....	48
VI	Age, Position in Family and Number of Brothers and Sisters of Grade Eleven Boys in Brooks High School	57
VII	Social Class Level, Socio-Economic Status, Occupation and National Origin of Parents of Grade Eleven Boys, Brooks High School .....	59
VIII	Percentile Scores on the Guilford-Zimmerman Temperament Survey, Grade Eleven Boys, Brooks High School .....	61
IX	Percentile Scores on the Gordon Personal Profile for Grade Eleven Boys, Brooks High School .....	63
X	Percentile Scores on the Thurstone Temperament Schedule for Grade Eleven Boys, Brooks High School	65
XI	Percentile Scores on the S.R.A. Youth Inventory for Grade Eleven Boys, Brooks High School .....	68
XII	Percentile Scores on the Kuder Preference Record for Grade Eleven Boys, Brooks High School.....	80
XIII	Age, Otis I.Q. and Vocational Choice of Grade Eleven Boys, Brooks High School .....	81
XIV	I.Q. and Achievement in Five Grade Ten Courses for Grade Eleven Boys, Brooks High School .....	85



Table	Page
XV Percentage Distribution of Out-of-Class Activities Preferred by Boys .....	94
XVI Percentage of Group Indicating Reason for Choice of Best Friend .....	104
XVII Percentage Distribution of Traits of Leadership Recognized by Boys .....	112
XVIII Summary of Personal Data, Grade Eleven Boys, Brooks High School .....	117
XIX Percentage Distribution of Factors Most Influential on Adolescent Behavior .....	134



## LIST OF FIGURES

Figure		Page
1	"Near Whom Would You Like to Sit?" Grade Eleven, Brooks High School, March, 1957 .....	37
2	"Near Whom Would You Like to Sit?" Grade Eleven Boys, Brooks High School, September, 1956 .....	38
3	"Near Whom Would You Like to Sit?" Grade Eleven Boys, Brooks High School, December, 1956 .....	39
4	"Near Whom Would You Like to Sit?" Grade Eleven Boys, Brooks High School, March, 1957 .....	40
5	"Whom Would You Like to Have Home with You to Spend the Christmas Holidays?" Grade Eleven Boys, Brooks High School, December, 1956 .....	46
6	"With Whom Would You Like to Attend the Movies?" Grade Eleven, Boys, Brooks High School, March, 1957 .....	47
7	Boys' Best Friends, Grade Eleven, Brooks High School, October, 1956 .....	104
8	Boys' Best Friends, Grade Eleven, Brooks High School, March, 1957 .....	105



## CHAPTER I

### THE NATURE OF ADOLESCENCE

Adolescence is a period of development in which the individual matures physically and learns of the modes of conduct characteristic of an adult in our society. While these changes take place over several years, it is difficult to state a specific age at which one enters adolescence or attains full maturity, because of individual differences in the rate of development. For this reason the period may be thought of as being "...bounded on the one side by childhood and on the other by adulthood or maturity. It is therefore a period of transition." <sup>1</sup>

A more comprehensive description is given by Hurlock:

...We may consider adolescence as the period in the individual's life when sexual maturing takes place. However, maturing involves not only physical but also mental growth... Because mental growth does not reach its completion until later than physical, it is customary at the present time to extend the period of adolescence to allow for the attainment of mental maturity.

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<sup>1</sup>A.A. Schneiders, The Psychology of Adolescence. Milwaukee, The Bruce Publishing Company, 1951, p. 8.



Accompanying mental maturity, it is justifiable to expect that social and emotional maturity will be attained....Thus, the transition period between childhood and maturity must be even further lengthened.<sup>2</sup>

As a guide, the following may be accepted as the average developmental schedule for this period: preadolescence, ten to twelve years; early adolescence, thirteen to fifteen years; middle adolescence, sixteen to eighteen years; late adolescence, nineteen to twenty-one years.<sup>3</sup>

As individuals grow from childhood to maturity, they face five major tasks:

... (a) adjusting to their changing physical growth and development, (b) gaining emancipation from adult control, (c) adjusting to the opposite sex, (d) choosing and preparing for a life job, (e) finding a philosophy which gives meaning and purpose to life.<sup>4</sup>

Adolescents must have certain fundamental needs satisfied by some means if adequate adjustments are to be made. Laycock suggests that these needs are of two types, physiological needs, such as food, drink, rest, sleep and activity, and psychological needs, such as affection, belonging, independence, achievement, approval, self-esteem, and understanding and explaining the world about one.<sup>5</sup>

It would seem then, that in completing the tasks outlined above, adolescents will satisfy their fundamental human needs.

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<sup>2</sup>E. B. Hurlock, Adolescent Development. New York, McGraw-Hill Book Co., Inc., 1949, p. 2.

<sup>3</sup>Luella Cole, Psychology of Adolescence. New York, Farrar and Rinehart, Inc., 1942, p. 8.

<sup>4</sup>S. R. Laycock, Teaching and Learning. Toronto, The Copp Clark Co. Ltd., 1954, p. 32.

<sup>5</sup>Ibid., p. 80.



In the transition from childhood to adulthood, socially accepted methods of meeting these demands must be developed by the individual if maturity is to be attained.

Caught, as it were, between childhood and adulthood, the adolescent is frequently at a loss to determine the type of behavior expected of him in various situations. Nor do adults offer much in the way of assistance. The adolescent is excluded from many activities on the grounds that he is "too young" to do such things and on other occasions he is admonished for "acting like a child". It is not surprising that this significant period of development is often one of turmoil.

Confused about their role and function in society and lacking a definite place in the scheme of things, young people turn to their own peers, or equals, for guidance, protection and support.... In close personal relations with their contemporaries they can satisfy their needs for security, for belonging and for status, while gradually trying to free themselves from dependence upon their families.<sup>6</sup>

Peer groups are "...aggregations composed of youngsters of approximately the same age level."<sup>7</sup> Some characteristics of the adolescent peer group are presented by Garrison:

Studies of Social Psychology and Sociology show that in our society a sort of subculture operates among boys and girls. ...The culture operating in these adolescent groups is similar

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<sup>6</sup>Theodore Bienenstok, "The Peer Culture of Youth and the School", in Jerome M. Seidman (ed.), Readings in Educational Psychology, Boston, Houghton Mifflin Co., 1955, p. 58.

<sup>7</sup>William W. Wattenberg, The Adolescent Years, New York, Harcourt, Brace and Co., 1955, p. 204.



to that found in adult societies, but with the emotions and mental immaturity of younger children commonly manifested. These groups have their own standards, values, purposes, and methods of protecting themselves from too much adult interference. They use the methods found in adult society for securing conformity... The group remains somewhat constant for a number of years during the growing life of the adolescent. New members are continuously being admitted from the younger group, while older ones drop out for one reason or another.<sup>8</sup>

For complete understanding, adolescents should be viewed as members of this sub-culture. The standards of behavior of the peer group differ markedly from adult standards and warrant careful study.

...The key to understanding of adolescence is to be found, then, in an understanding of the processes by which adjustments are made....There must be understanding of the motives and desires characterizing those of adolescent age, an understanding of the circumstances which prevent full satisfaction of their needs, and an understanding of the kinds of reactions which typify adolescents (and people in general) when they are unable to achieve their goals and satisfy their desires.<sup>9</sup>

Since adolescence is a more or less difficult period of adjustment, it is important that adults attempt to understand adolescent behavior more fully and be prepared to assist those who find the transition too trying.

It is rather amazing that so many boys and girls in our society do achieve identification with our cultural values and purposes in late adolescence, since we have so little use for children or youth in our economy and so few effective, widely recognized ways of inducting them into our society.<sup>10</sup>

The period of adolescence is an important stage in the development of the individual. For a complete understanding

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<sup>8</sup>K. C. Garrison, The Psychology of Adolescence. New York, Prentice-Hall Inc., 1955, p. 202.

<sup>9</sup>R. G. Kuhlen, The Psychology of Adolescent Development, New York, Harper and Brothers, 1952, p. 237.

<sup>10</sup>Caroline M. Tryon, "The Adolescent Peer Culture." National Society for the Study of Education, 43rd Year Book; Part 1, Adolescence, 1944, p. 237.



of the maturation of the adolescent and his means of satisfying fundamental needs during this period, it is necessary to examine him in his own society. Through activities with his peers he becomes acquainted with socially accepted modes of conduct and generally is fitted for his life in adult society. Since the sub-culture is so significant to the adolescent, insight into this period of development may be gained by viewing the individual as his fellows see him, that is, in his daily activities in the peer group.



## CHAPTER II

### THE NATURE OF ADOLESCENT GROUPS

#### Adolescent Groups

During the adolescent years the individual often feels confused about his role in society. Adults are not always consistent in their behavior toward him. He himself is aware of conflicting childish and adult desires, but finds himself out of place in both child and adult groups. The only situation in which the adolescent is on a level with his associates is in his peer group.

... Next to the family in childhood, and probably equally with the family during adolescence, the peer group provides satisfactions to the basic urges for security in the warmth of friendship and the sense of adequacy that comes with belonging.<sup>11</sup>

In the adolescent period physical and intellectual growth takes place normally, provided that the fundamental needs are satisfied and the individual experiences normal

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<sup>11</sup>Caroline M. Tryon, "The Adolescent Peer Culture." National Society for the Study of Education, 43rd Yearbook, Adolescence: Part I, p. 236.



family life. The more pressing problems at this stage lie in the areas of social and emotional development. These problems may be studied in the peer group as the adolescent experiments with social situations.

Social consciousness is very marked during the adolescent years. The adolescent wants not only group approval, but also approval from the other sex...Preoccupation with social activities and desire to win social approval are so great in the middle and latter part of adolescence that they color the adolescent's outlook on life and influence every aspect of his behavior.<sup>12</sup>

In his social affairs, the adolescent may belong to several distinct groups. Wattenberg<sup>13</sup> suggests that there are five types: friendships, informal play groups, organized youth groups, gangs and secret clubs. Cole<sup>14</sup> indicates that the crowd is of greater significance in the social development of adolescents than is the pre-adolescent gang. A group smaller than the crowd and called a clique, may be added to this list.

Friendships, cliques and crowds seem to be the most significant groups in the development of social and emotional maturity during adolescence. The characteristics of these peer groups are worthy of note.

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<sup>12</sup>E. B. Hurlock, Adolescent Development. New York, McGraw Hill Book Co., Inc., 1949, p. 153.

<sup>13</sup>William W. Wattenberg, The Adolescent Years. New York, Harcourt Brace and Co., 1955, p. 211.

<sup>14</sup>Louella Cole, Psychology of Adolescence. New York, Farrar and Rinehart, Inc., 1942, p. 219.



### Friendships

The smallest of all peer groups is the pairing off of two youngsters who become fast friends. The evidence would indicate that friends usually are likely to be similar to each other in personality and temperament...Once in a while, one encounters a master-and-slave, or a hero-and-worshipper arrangement.<sup>15</sup>

Further findings on the nature of adolescent friendships are given by Cole:

...Close friendships usually develop between adolescents who have similar social and economic backgrounds and similar intellectual and non-intellectual interests. Friends are sometimes of similar ability and sometimes not. Often one is more dominant than the other...There is no correlation in the personal traits of adolescents and only a low correlation in attitudes.<sup>16</sup>

In confirmation of these ideas, a study by Gesell, Ilg and Ames reveals that "...boys cultivate their boy friends on the basis of mutual interest in activities, sports or special undertakings."<sup>17</sup>

Although the significance of common interests seems to be generally accepted, psychologists do not agree on the importance of personal traits in the formation of friendships. It seems that further study is needed in this area, to clarify the matter.

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<sup>15</sup> William W. Wattenberg, op. cit., p. 211.

<sup>16</sup> Louella Cole, op. cit., p. 240.

<sup>17</sup> Arnold Gesell, Frances L. Ilg and Louise B. Ames, Youth--the Years from Ten to Sixteen, New York, Harper and Bros., 1956, p. 251.



Runner suggests the following classification for adolescent friendships based on the degree of social distance that exists in the relationships between friends:<sup>18</sup>

1. The Confidante - an almost inseparable friend in whom the individual confides his hopes, fears, successes, and failures...
2. The Intimate - a close friend. Conscious selection is not as important as frequency of contact...
3. The Familiar - a friend who is seen often, but for whom one feels little emotional warmth.
4. The Acquaintance - a person barely known.
5. The Active Group-acquaintance - a person with whom one works in a group, but does not know otherwise.
6. The Passive Group-acquaintance - a person who attends the same group meetings but takes no part.
7. The Spectator - a person known by name, with whom one has never spoken.

Cliques. The term clique refers to "...small exclusive social groups. They are generally made up of three or more individuals of similar interests and among whom there is a strong bond of mutual admiration and affection. They are composed of... 'intimates' or close friends."<sup>19</sup>

Crowd. The adolescent crowd is "...typically composed of both boys and girls, preferably an equal number of each, and its unconscious objective is the establishment of normal social relationships between the two sexes."<sup>20</sup>

According to Hurlock:

The crowd is the largest of the social units formed by adolescents. It is composed of a group of individuals selected

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<sup>18</sup>J. R. Runner, "Social Distance in Adolescent Relationships." American Journal of Sociology, 1937, 43, as quoted in E. B. Hurlock, op. cit., p. 169.

<sup>19</sup>E. B. Hurlock, op. cit., p. 173.

<sup>20</sup>Louella Cole, op. cit., p. 219.



because of mutual interests, likes, dislikes and social ideals. It is not a spontaneously formed group...The members of a crowd are selected because they fit. Within a crowd, in spite of the homogeneity of interests, there is social distance. Not all members of the crowd are on equally intimate terms of friendship...The crowd is like the clique in that it is an 'exclusive' social unit.<sup>21</sup>

Crowds vary according to the functions they are to perform.

Dimock suggests the following varieties of adolescent crowds:

1. Special-interest groups are those that pursue a single activity such as dramatics, basketball,...
2. Clubs usually have some form of organization and frequently a program that is inclusive of many types of activity.
3. Purpose groups are clubs that exist primarily to carry out some purpose of an idealistic or altruistic nature.
4. Natural or neighborhood group...exists in the community apart from the influence of any agency or institution.
5. Fabricated groups are those formed by some agency such as the church, the Y.M.C.A.,...school or the Boy Scouts...<sup>22</sup>

Some of the values of participation in the activities of the crowd are summarized by Cole:

...experience in getting on with other people, experience in social skills, development of loyalty to a group, practice in judging people, and experience in love-making under circumstances in which the participants are protected from serious consequences...Negative training was the development of antagonism toward other crowds than that to which the individual belongs. For the most part then, the crowd is a socially valuable unit of adolescent society and probably does more to bring about normal social growth than teachers and parents combined.<sup>23</sup>

#### Adolescent Roles

Within any adolescent group the individual has one or more roles to play which indicate his position in the social structure.

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<sup>21</sup>E. B. Hurlock, op. cit., p. 173.

<sup>22</sup>H. S. Dimock, Rediscovering the Adolescent. New York, Association Press, 1937, p. 173.

<sup>23</sup>Louella Cole, op. cit., p. 221.



From his observations, Wattenberg <sup>24</sup> presents the following roles commonly found in adolescent society: leaders, followers, idea-men, wits, clowns, 'slaves', and stooges. As one goes down the list the prestige value lessens. Those near the bottom are hangers-on, satisfying their fundamental needs through identification with the group. They are willing to do menial chores and be the butt of jokes in the hope of eventually becoming members in their own right.

Leadership. Of the roles mentioned, much has been written on leaders and leadership. Since these people are most influential in adolescent society, it is important to understand their behavior. Some general characteristics of leaders are stated by Cole:

...The leaders appear to excel their fellow students more or less in many mental, social and physical traits. They are usually more intelligent than the average, they get better marks, they are taller and heavier, they are in better health, they are a bit older than the average, they come from a slightly higher socioeconomic background and their social adjustment is better. These characteristics apply...to leaders as a group; not all of them are true of any individual leader.<sup>25</sup>

Although leadership traits are more or less constant within the individual, the position of leaders within the groups may change from time to time. A person may be a leader in one activity but have another role when activities change.

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<sup>24</sup>William W. Wattenberg, op. cit., p. 216.

<sup>25</sup>Louella Cole, op. cit., p. 249.



Followers. Follows may be divided into four types:

1. The Constructive Follower. He has potential ability in leadership and is not afraid of responsibility...
2. The Routine Follower. He is a willing worker...but lacking in initiative.
3. The Impulsive Follower. This form of followership is essentially emotional and the relation to the leader is a personal one...
4. The Subversive Follower. He is governed chiefly by self-interest and simulates successfully the genuine interest which characterizes the constructive follower.<sup>26</sup>

Isolates. In the analysis of any large group of adolescents it is usually found that some individuals are left out of peer group activities. They have no role. They have no friends within the group, appear generally unpopular and may be actively rejected by its members. Such persons are sometimes termed isolates. It is possible that these persons are satisfying their fundamental needs in groups other than the one examined, in which case the isolation may be considered limited and not too important. On the other hand, there is general agreement that an isolated individual is faced with tremendous problems in social and emotional adjustment if he cannot fit into the adolescent sub-culture in some way.

Hurlock suggests the following reasons for social isolation: unattractive appearance, physical handicaps, too marked differences from the group, geographic isolation, feelings of insecurity, too much absorption in self, domineering or resentful attitude toward his peers, bad reputation, constant shifts from one community to another, parents who do not want the

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<sup>26</sup>P. Pigors, "Types of Followers", Journal of Social Psychology, 1934, 5:378, as quoted in E. B. Hurlock, op. cit., p. 193.



crowd around the home, overly modest or prissy attitude toward the behavior of others, snobbishness, poor sportsmanship, stupidity, too high intelligence for others, quarrelsomeness, having little in common.<sup>27</sup>

Lindgren<sup>28</sup> also mentions that isolates usually are socially and emotionally immature. They may be shy, withdrawn individuals or belong to an "out" group.

Whatever the causes may be, the effect on social and emotional development is most significant. Teachers, parents and group leaders faced with this problem will not find an easy solution. They should strive toward some answer to the problem however and assist the adolescent to gain acceptance. More information is required before this matter can be fully understood.

#### Social Behavior in Adolescence

Adolescent social behavior may be thought of as having six main aspects:

1. Conformity to the group - due to feelings of insecurity
2. Self-assertiveness - to win approval of the group; to achieve status.
3. Social Consciousness - awareness of roles expected of an individual.
4. Social Discrimination - generally called 'snobbishness', reaches its peak in adolescence

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<sup>27</sup>E. B. Hurlock, op. cit., p. 201.

<sup>28</sup>H. C. Lindgren, Educational Psychology in the Classroom, New York, John Wiley and Sons, Inc., 1956, p. 120.



5. Resistance to Adult Authority - through a desire for independence

6. Quarreling - centered on social affairs.<sup>29</sup>

A knowledge of the factors influencing adolescent behavior is necessary for the understanding of the individual during this period of development. To some extent the motivating forces are produced by the standards and values of the culture in which he lives. To a much greater degree, however, the adolescent is motivated by the values and ideals of his own peer group.

One of the most powerful forces in any peer group is the unwritten code by which it governs its young members. This code can be so strong as to resist grown-up guidance. How the code develops and the form it takes are the result of many informal decisions.<sup>30</sup>

The influence of the peer group is strengthened by the fact that it is "...essentially intolerant of deviation. It demands almost complete conformity to the dominant concerns and standards of the group."<sup>31</sup>

It would appear that generalizations concerning the factors influencing adolescent behavior should be made with care since"...at different ages through adolescence different values are held as to the desirability of various personal

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<sup>29</sup>E. B. Hurlock, op. cit., p. 160.

<sup>30</sup>William W. Wattenberg, op. cit., p. 210.

<sup>31</sup>Theodore Bienstok, "The Peer Culture of Youth and the School", as quoted in Jerome M. Seidman, Readings in Educational Psychology, Boston, Houghton, Mifflin Co., 1955, p. 60.



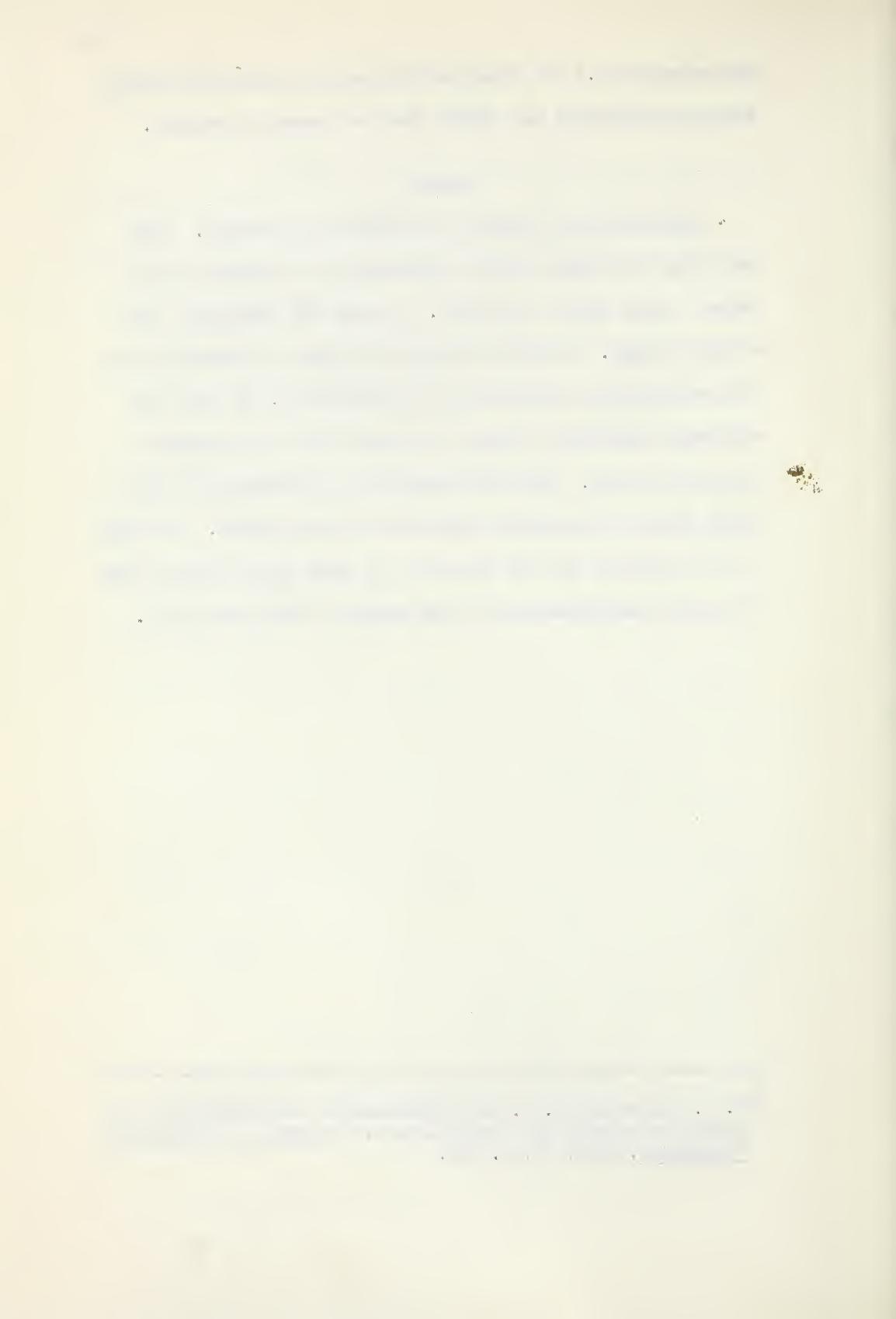
characteristics." 32 These factors are not static but change through adolescence and differ from one person to another.

#### Summary

Adolescent peer groups are complex in structure. They vary from the simple paired relationship of friends to the larger social group, the crowd. In each the individual has a role to play. Activity within such groups is essential for the satisfactory adjustment of the individual, for here the adolescent gradually becomes acquainted with the practices of adult society. With its demands for conformity, the peer group exerts considerable influence on young people. Knowledge of the structure and the operation of these groups should lead to greater understanding of many phases of adolescent life.

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32R. G. Kuhlen and B. J. Lee, "Personality Characteristics and Social Acceptability in Adolescence," Journal of Educational Psychology, 1943, 34, p. 336.



## CHAPTER III

### RELATED STUDIES

A review of the literature reveals certain characteristic behavior among members of the adolescent peer group. Reference will be made to acceptance, leadership and friends as focal points.

#### Acceptance

Scandrette<sup>33</sup> reports that representative sociometric studies have shown that a positive relation exists between the number of choices an individual receives and the following factors: propinquity, frequency of association, age, size, intelligence, maturity, scholarship, parental occupation, similarity of interests and personality traits.

In a study of seven hundred children selected from grades six, nine and twelve in two central New York schools, Kuhlen and Lee<sup>34</sup> state that at the twelfth grade level the highly

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<sup>33</sup>C. C. Scandrette, "Classroom Choice Status Related to Scores on Components of the California Test of Personality," Journal of Educational Research, 47, December 1953, pp. 291-296.

<sup>34</sup>R. G. Kuhlen and B. J. Lee, "Personality Characteristics and Social Acceptability in Adolescence," Journal of Educational Psychology, 34, September, 1943, pp. 321-40.



accepted adolescent boys initiated games, were active, socially aggressive, extroverted, friendly, enthusiastic, cheerful and popular. The least accepted boys sought attention, were restless and domineering, enjoyed fights and acted older than they were.

As the age of the group increased, the investigators found that boys were more frequently mentioned as liking the opposite sex, enjoying jokes on themselves, being willing to take a chance and as being enthusiastic. They suggested that increasing sensitivity to social situations and increasing social activity were implied in these trends. With increase in age boys assume a more dominant role in the adolescent social scene.

In reporting on the two hundred most accepted and two hundred least accepted students selected by sociometric test from the sixteen hundred sophomore, junior and senior classes in Anderson, Indiana, Brown<sup>35</sup> states that there was no evidence that a child from a broken home suffered a handicap in winning acceptance among his peers. Although having one or more brothers and no sisters had a very high positive association for girls, no other phase of sibling status, including that of being the only child, appeared to be related to social acceptance. Children of below average intelligence appeared more frequently in the low acceptance group. The study indicated that for boys there was a moderate positive association between hours worked for pay and high social acceptance.

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<sup>35</sup> Douglass Brown, "Factors Affecting Social Acceptance of High School Students, "School Review, 63, March 1954, pp. 151-155.



There was also a low but significant positive association between acceptance and socio-economic status indicated by the greater acceptance of children whose fathers were professional men, proprietors, managers or senior officials.

The students listed their reasons for accepting individuals as: common interests or ideals, understanding of children, good manners, sincerity and helpfulness. Their reasons for rejection were: engaging in conduct considered wrong, insincerity, low ideals, using profane or obscene language, and snobbishness.

The position of rural students vanned to a town school was investigated by Bonney.<sup>36</sup> His study contained two groups of vanned and resident pupils. The first sample was 152 students from grades ten, eleven and twelve in a town of five thousand people and the second contained ninety-four students from grades seven to twelve in a university demonstration high school. He found that in these two instances "...bus students are not being accepted by their peers on an equal basis with the town students."<sup>37</sup> Commenting on this situation he said:

...One of the important factors making for difficulty in social integration of diverse populations is the degree of difference in socio-economic-cultural backgrounds. Also when country children are brought into a town school they are not available, except on rare occasions, to mix with the town children after school hours. This obviously puts the country children at a serious disadvantage in winning peer status with the town students.<sup>38</sup>

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<sup>36</sup>M. E. Bonney, "A Sociometric Study of the Peer Acceptance of Rural Students in Three Consolidated High Schools," Educational Administration and Supervision, 37, May, 1951, pp. 234-40.

<sup>37</sup>Ibid., p. 239.

<sup>38</sup>Ibid., p. 240.



### Leaders

In a study of leadership in a group of 485 graduates of a large military school over a five year period, Gowan<sup>39</sup> found that leaders tended to be slightly younger than the mean of their age group. They were significantly higher in ability and achievement, significantly less self-sufficient, more confident, more sociable and more inclined to tall thin body types.

Bratton and associates<sup>40</sup> state that the intelligence level of leaders is only slightly more than average and that academic success does not correlate with leadership ability in out-of-school situations.

Meyers<sup>41</sup> names eleven characteristics correlating with leadership as determined from his study of 230 students from four high school grades in the P. K. Yonge Laboratory School of the University of Florida. These are: originality, ambition, persistence, emotional stability, judgment, popularity, communication skills, insight, initiative, cooperation and knowledge.

<sup>39</sup>J. C. Gowan, "Relationship between Leadership and Personality Measures," Journal of Educational Research, 48, April, 1955, pp. 623-27.

<sup>40</sup>P. J. Bratton and Associates, "Status and Student Leadership," Educational Leadership, 13, January, 1956, pp. 209-14.

<sup>41</sup>R. Meyers, "The Development and Implications of a Conception of Leadership for Leadership Training", Unpublished Doctoral Dissertation, College of Education, University of Florida, as quoted in P. J. Bratton, op. cit., p. 210.



From the cumulative records of 1189 seniors graduated from Central High School in Tulsa, Oklahoma, Reynolds<sup>42</sup> selected 437 leaders and 451 non-leaders for study. He reports that high school leaders excel non-leaders in scholarship and intelligence and rate higher on personality traits.

From these studies it would appear that leaders generally are higher in ability and achievement than non-leaders. There is also some indication that leaders received higher ratings on positive personality traits than non-leaders.

#### Friends

In a study of 280 boys and girls representing a cross-section of the junior high schools of Riverside, California, Jenkins<sup>43</sup> states that the socio-economic status of the parents in the community is an important criterion in the choice of friends which the child makes. He also notes that children tend to choose friends of approximately the same age and intelligence.

Fursey investigated mutual pairs of chums of mean age 156.8 months. He concluded that:

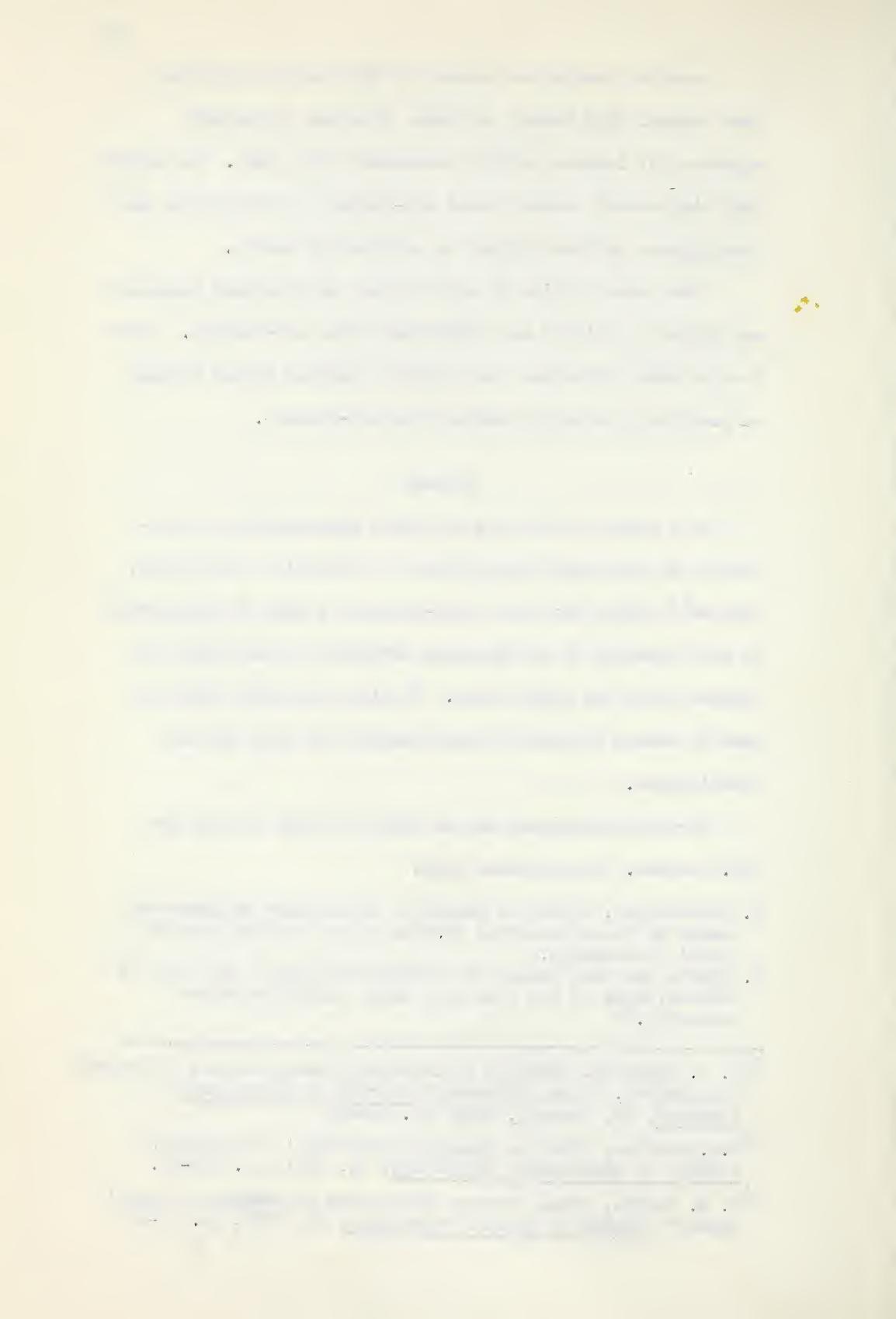
1. Association, either at school or in the home neighborhood seems to be an essential condition for the formation of boys' friendships.
2. Within the same school or neighborhood group, boys tend to choose, chums of the same age, size, intelligence and maturity.<sup>44</sup>

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<sup>42</sup>F. J. Reynolds, "Factors of Leadership Among Seniors of Central High School, Tulsa, Oklahoma," Journal of Educational Research, 37, January, 1944, pp. 356-61

<sup>43</sup>G. G. Jenkins, "Factors Involving Childrens' Friendships," Journal of Educational Psychology, 22, 1931, pp. 440-48.

<sup>44</sup>P. H. Fursey, "Some Factors Influencing the Selection of Boys' Chums," Journal of Applied Psychology, 11, 1927, pp. 47-51



Pintner and associates<sup>45</sup> using a group of 819 children from nine to sixteen years of age in New York, found that physical maturity and to some extent mental maturity were far more potent in influencing friendships than were personality traits.

From a review of the studies related to the motivation and structure of the adolescent peer group, it would appear that there is need for new research. Authorities agree fairly well on the behavior that adolescents seek in their group members. There is, however, less agreement on the traits that they value in their leaders and in their choice of friends.

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<sup>45</sup>R. Pintner, G. Forlano and H. Freedman, "Personality and Attitudinal Similarities Among Classroom Friends," Journal of Applied Psychology, 21, 1937, pp. 48 - 65.



## CHAPTER IV

### METHODS OF STUDY

The peer group has definite functions in the development of adolescents. Many of the existing studies employ the normative cross-sectional method of research. Commenting on these Kuhlen says:

While studies of the type just mentioned have contributed immeasurably to the understanding of people in general and have provided methods for studying individuals, they have by their very nature neglected to consider what is true with respect to particular individuals. Facts which are originally personal lose their individuality when averaged in with similar facts from many other individuals. Much, therefore, is to be learned through individual case studies in which the individuality of the data is maintained and the relatively unique interaction of various factors in the single person observed. An understanding of the behavior of a particular individual will result only from an understanding of his background, present circumstances, capacities, motivations, attitudes, experiences, frustrations and successes...Relevant information can be obtained only through a careful and insightful study of that person.<sup>46</sup>

Blos suggests two significant results of the close study of the members of a group:

The two values of the case-study approach--its contribution to an intensive and detailed understanding of the individual personality and its contribution as an inductive method to the general understanding of adolescent development--are values which enrich and supplement each other.<sup>47</sup>

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<sup>47</sup>R. G. Kuhlen, The Psychology of Adolescent Development. New York, Harper and Brothers, 1952, p. 24.

<sup>48</sup>P. Blos, The Adolescent Personality. New York, D. Appleton-Century Co., 1941, p. 225.



Since the case study approach includes a limited number of individuals, the results are never regarded as the proof of any hypothesis. It does, on the other hand, provide insight into behavior that furthers the understanding of the individual and is a most economical source of hypotheses which can be investigated with large sample techniques.

The present investigation used a modified case study approach to the problem of peer group influences on adolescent development. Since age and sex are important factors in grouping, the boys of the grade eleven high school class in the town of Brooks were the specific group studied. To permit intensive investigation the area for study was limited to two phases of adolescence, the structure of the peer group and its influence upon the behavior of the individual.

To secure the information necessary for this study several procedures were employed: measures of sociometric status, interests, personality, intelligence, achievement and adjustment; in addition autobiographies and interviews with students, parents and teachers, and the school's cumulative record system were utilized. The instruments and procedures employed in the study are reviewed below.

#### Sociometric Measurement

The Sociometric Test. The Sociometric Test is a device used to indicate the general structure of the group, patterns of acceptance and rejection, and the interrelationships of individuals within the group. Individuals were asked to state with whom they preferred to associate in specific situations.



The number of choices yielded a sociometric score which was recorded in a sociogram to reveal graphically the structure of the group. The criteria for association"..."should cover wide areas and different aspects of life within the group, and..."the number of choices should be that which the individual makes without undue urging."<sup>48</sup> It is further suggested that three criteria and three choices usually prove to be the best arrangement.

Negative choices, that is, the indication of those with whom you prefer not to associate, have in recent years been omitted by many investigators. This is due to the fact that the question is artificial and also to its possible ill effects upon pupils.

Although they have significant value in furthering the understanding of group structures, sociometric tests are not without limitations. Cunningham notes that sociograms are useful in indicating the general structure of a group, but are limited in indicating the status of the individual in the group.<sup>49</sup>

Another study suggests that sociometric tests show the socially accepted members of a group but do not, as it was supposed, give a measure of the individual's social adjust-

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<sup>48</sup> M. L. Northway, A Primer of Sociometry. Toronto, University Press, 1952, p. 3.

<sup>49</sup> Ruth Cunningham and Others, Understanding Group Behavior of Boys and Girls, New York, Bureau of Publications, Columbia University, 1951, p. 173.



ment.<sup>50</sup> For complete understanding of the group further instruments must be used.

The Classroom Social Distance Scale. This test is a refinement of the Bogardus Social Distance Scale developed by Ruth Cunningham at Teacher's College, Columbia University. On this test each student rates others on a five point scale:

1. Would like to have him as one of my best friends
2. Would like to have him in my group but not as a close friend
3. Would like to be with him once in a while, but not often or long at a time
4. Don't mind his being in our room but I don't want to have anything to do with him
5. Wish he weren't in our room. <sup>51</sup>

From the results two scores are available:

...one, a self-social-distance score, indicating the degree of acceptance or rejection of the group by an individual; and two, a group-social-distance score, indicating the degree of acceptance or rejection of an individual by the group.<sup>52</sup>

The purpose of the test is described in the general directions:

...to discover the social tone of a group as a whole, and the degree to which individuals and subgroups are accepted by the group and accept others in the group. It is devised to extend the usual sociometric approach, which allows a limited number of responses,...to include an opportunity for every child to give a reaction to every other in the group.<sup>53</sup>

The Guess-Who Test. The Guess-Who Test "...was planned as a means of discovering the subjects' general reputation

<sup>50</sup> W. H. Fox and D. Segel, "The Validity of the Choice of Friends Method of Measuring Social Adjustment," Journal of Educational Research, 1954, Vol. 47, p. 390

<sup>51</sup> Ruth Cunningham, op. cit., p. 406.

<sup>52</sup> Ibid., p. 172.

<sup>53</sup> Ruth Cunningham, op. cit., p. 401.



among their classmates."<sup>54</sup> The test consists of a series of descriptions of behavior opposite each of which a pupil records the name or names of the classmates most clearly fitting the description. A particular trait is credited to a member if indicated by five or more in the group.

Sims Score Card for Socio-Economic Status. The Score Card was developed to provide "...a simple, convenient and objective device for ascertaining and recording the general cultural, social and economic backgrounds furnished by the homes of school children."<sup>55</sup> The test allows a rating for each home from zero, indeterminately low, to ten, indeterminately high.

Sims SCI Occupational Rating Scale. This scale was designed "...to reveal the level in our social structure... with which a person unconsciously identifies himself."<sup>56</sup> The social class levels of the test are: lower working, working, middle-working, middle, upper-middle, upper, and upper-upper.

The measures discussed above should give a fairly clear picture of the structure of the group, the relationships of

<sup>54</sup>H. Hartshorne, M. A. May and F. K. Shuttleworth, Studies in the Organization of Character, New York, MacMillan and Co., 1930, p. 221.

<sup>55</sup>V. M. Sims, Manual of Directions for the Sims Score Card for Socio-Economic Status, Bloomington, Public School Publishing Co., 1927.

<sup>56</sup>V. M. Sims, Manual of Directions for the Sims SCI Occupational Rating Scale, Yonkers-on-Hudson, World Book Co., 1952.



its members and certain of their behavioral characteristics. The Sims measurements will allow an investigation of the role of class and status in the formation of the group.

#### Adjustment, Personality, Interest and Psychological Measurement

The S.R.A. Youth Inventory. The Youth Inventory is a check list of 298 questions designed to help teachers, counselors and school administrators identify quickly the problems young people say worry them most. The current needs and problems of young people are divided into eight major areas: My School, Looking Ahead, About Myself, Getting Along with Others, My Home and Family, Boy Meets Girl, Health, and Things in General. The students may score the test and plot their own profiles. The profile sheet contains information to help the individual interpret his scores. In addition a Basic Difficulty Score can be found which may indicate those students with real personality problems. This scale is still in the experimental stage.<sup>57</sup>

The Rotter Incomplete Sentences Blank. The incomplete sentences method incorporates the advantage of the economical so-called objective personality tests and the projective techniques.<sup>58</sup> Since no formal standardization has been carried

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<sup>57</sup> H. H. Remmers, B. Shimberg, A. J. Drucher, Examiner Manual for the S.R.A. Youth Inventory, Science Research Associates, 1953.

<sup>58</sup> J. B. Rotter and J. E. Rafferty, Manual, the Rotter Incomplete Sentences Blank, New York, The Psychological Corporation, 1950.



on with high school students, the test results were used to help assess the attitudes and values of the individual.

The Guilford-Zimmerman Temperament Survey. This survey yields scores on ten traits: General Activity, Restraint, Ascendance, Sociability, Emotional Stability, Objectivity, Friendliness, Thoughtfulness, Personal Relations and Masculinity. From the scores an individual's profile may be drawn.

The Thurstone Temperament Schedule. This schedule was developed to show types of temperament. It is a list of questions about likes and dislikes, preferences and habits, in everyday life. The areas covered are: Active, Vigorous, Impulsive, Dominant, Stable, Sociable and Reflective. The self-scoring answer pad contains a profile and a brief description of the areas measured to aid in its interpretation.<sup>59</sup>

The Gordon Personal Profile. The Gordon Personal Profile measures five aspects of personality: Ascendancy, Responsibility, Emotional stability, Sociability and Total Score. A profile may be plotted from the test scores and reference made to the manual for an interpretation of the results.

The Kuder Preference Record, Vocational, Form CH. This test is designed to help the individual make a more systematic approach to the problem of vocational choice. By means of scores obtained the individual's attention may be directed toward occupational areas which appear to be particularly

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<sup>59</sup> L. L. Thurstone, Thurstone Temperament Schedule. Chicago, Science Research Associates, 1950.



promising in the light of his preferences. These areas are: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, and Clerical. From the test results the individual may plot his profile and, using the manual, determine the occupations related to his interests.<sup>60</sup>

The Otis Quick-Scoring Mental Ability Tests. In this study the Gamma Test was used. The results were converted to the Gamma I.Q. scores.

The scores of the various tests mentioned above yielded considerable information on the individual members of the group studied. These data, coupled with the results of the other measurements, provided some insight into the behavior accepted by adolescents and traits associated with various roles in the group.

#### Procedure

Early in the spring of 1956 the group was approached to determine its reaction to serving as an experimental group for "a study of personality development" in young people. The students were, as a whole, enthusiastic. The true purpose of the study was not revealed at any time. Although the study was limited to male students, the girls of the class were included in all testing and interview programs.

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<sup>60</sup>G. F. Kuder, Manual for the Kuder Preference Record, Chicago Science Research Associates, 1950.



In an investigation of this type, the problem of rapport required careful consideration, since a number of the tests used could readily be made to yield false information. The fact that the program was conducted by an adult who was their teacher and so a person of authority in the school might have tended to prevent free response from the students. On the other hand, contact with the boys over several years in athletic and social activities in the school and the community had developed feelings of acceptance and trust which led to a reasonable state of confidence in the results of the testing program.

At the spring Parent-Teacher Conferences, the study was introduced to the parents concerned, and they too approved the project.

The collection of data began with the fall school term, September, 1956. The first test presented was a sociometric test asking the question "Near whom would you like to sit this term?" The students were asked to make three choices. In this month also, the first autobiographical study was attempted. The topic given was "A Freshie View", a review of the first year in high school. Interviews were started to secure personal information concerning the students. This material was recorded on a personal data sheet. Each student was asked to name his best friend and then to complete a check list on which he rated both himself and his best friend.

In the months of October and November several tests were administered. These included a measure of intelligence, the Otis Quick Scoring Test of Mental Ability, Gamma form;



The S.R.A. Youth Inventory; the Thurstone Temperament Schedule; the Rotter Incomplete Sentence Blank, High School form; the Kuder Preference Record Vocational Form C and the Sims Score Card for Socio-economic Status.

During November, the parents of the students were interviewed at the regular fall Parent-Teacher conferences. The second autobiographical study was also introduced in November. The topic this time was "What a Difference a Year Makes". Here the student was asked to compare his present situation with that of the past year.

In December the first "Guess Who" test, consisting of twenty-five behavior traits, was given to the group.

The second sociometric test, using the same criterion and the same number of choices as before, was given. The understanding was that the seating plan would be changed for the new term according to their wishes. At the same time, a new sociometric test was given, with the criterion "which of the students here would you like to have as a guest at home for the holidays." The class members were asked to make three choices.

During January the Classroom Social Distance Scale<sup>61</sup> was administered to the group. The Sims' S.C.I. Occupational Rating Scale and the Gordon Personal Profile were also used during the month.

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<sup>61</sup>The Classroom Social Distance Scale by Ruth Cunningham was made available for this study through the kindness of the Bureau of Publications, Teachers College, Columbia University, New York.



In February a second series of planned interviews was undertaken with the twofold purpose of evaluating the information assembled and of securing more definite information on group structure and roles. The character sketch previously used was repeated for the student's best friend. Written reports were requested from the group members on the topics "These Things Influence Me Most" and "My Best Friend". A third utilization of the first sociometric test was made toward the end of the month. The Guilford-Zimmerman Temperament Survey was also administered at this time.

Throughout the period of the study the teachers of the high school were encouraged to comment on the behavior of the members of the group. The staff was most co-operative in this, thus widening the scope of observation to the entire school day.

To expand the study to include information on the groups' behavior outside the school situation, visits were paid to the magistrate of the town, the R.C.M.P. offices and to the various clergymen associated with group members. These people added considerably to the observations made by the experimenter.

The areas under discussion will be considered under three broad headings: group structures, individual studies and influences affecting adolescent behavior. The sub-topics in each area are as follows:



**A. GROUP STRUCTURE**

1. What is the overall group structure?
2. How stable does this structure appear over a seven month period?
3. What sub-groups exist within the main groups?
4. On what basis are these structures formed?

**B. INDIVIDUAL STUDIES**

1. Background of the individuals in the group.
2. Role and status within the sub-culture.
3. Characteristics and behavior associated with roles.

**C. INFLUENCES EFFECTIVE UPON ADOLESCENT BEHAVIOR**

1. Within the group.
2. Outside the group.

The case study method was employed in this study because, with the small group and restricted area of investigation, it would permit a more intensive investigation. It was hoped that this would yield some insight into the structure of the adolescent peer group and the influence on the behavior of its members.



## CHAPTER V

### LOCATION OF STUDY

The history of the town of Brooks and its area dates back to 1882, with the townsite proper surveyed in 1907.<sup>62</sup> At present the town covers 1,120 acres and has a population of approximately 2,500. It is the center for an area which extends about thirty-five miles in each direction.

The population of the town and district is made up of about sixty per cent British and American stock, fourteen per cent North-West European, fourteen per cent Central European, ten per cent Scandinavian and two per cent Japanese origin.

Brooks is in an agricultural area, chiefly ranching. Two hundred acres of irrigated land in the district produce a variety of cereal grain and vegetable crops. Brooks has several manufacturing plants associated with agriculture. The newest industry, a potato chip factory, opened this year. Further industrial development is anticipated in the next few years.

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<sup>62</sup>Material for this chapter is taken from the "Economic Survey of the Town of Brooks," published by the Government of the Province of Alberta, at present under revision by the Brooks Board of Trade.



The town has three permanent school buildings that provide twenty-five classrooms, home economics and industrial arts facilities and a combination auditorium-gymnasium. There are twenty-six teachers and approximately seven hundred pupils.

There are numerous organized athletic activities in the town. Recently artificial ice was installed in the curling rink and both adults and young people are active in the curling club. With the completion of the new high school, basketball and badminton competitions have become quite popular activities in the school gymnasium during the winter. Golf has increased in popularity during the last year particularly with the adolescent group. Baseball is organized from Little Leaguers to Seniors, with the R.C.M.P. handling most of the younger leagues. Some hockey is played, but there is no covered arena and the sport has little following aside from the participants. Skating is popular with the younger children, but the adolescents are not too enthusiastic about it.

At the present time there is some controversy over the construction of a swimming pool and covered arena. The town is split as to which should be built first, since there are not sufficient funds for both projects. Recently a money by-law for the construction of a pool was defeated. The results of this vote were a disappointment to the young people, the majority of whom favor a swimming pool.

In addition to sports there are many other recreational groups in town. There is an active amateur dramatic club and a community band, both of which draw extensively on the



talents of the adolescents. The Air Cadets, Cubs and Brownies have good memberships. Scouts and Guides are in the process of reorganization. There are also several church groups for young people which hold mid-week meetings.

Most of the organized activities for young people cease to operate during the summer months. In this period adolescents have little to do in their spare time. There is a definite need for some kind of planned summer program.

For the adults of the town there are many fraternal, service and agricultural organizations. Indeed, it is felt by many that from an adult point of view, the town is over-organized.

Within a few miles of Brooks is Lake Newell, an artificial lake, the site of Kinbrook Provincial Park. It is being rapidly developed into an attractive summer resort. The Brooks area is widely known for its migratory and upland game birds, particularly the rink-neck pheasant, and annually accommodates an influx of several thousand hunters. A modern town in every respect, with many well kept homes, Brooks affords pleasant living conditions.



## CHAPTER VI

### THE STRUCTURE OF THE GROUP

#### Sociometric Tests

This chapter is concerned with the results of the sociometric measurement made during the seven months of the study. These are analyzed to show the group structure and the status of the individuals in it.

The choice pattern of the whole grade eleven class is illustrated in Figure One. This sociogram is the result of a test given in March, 1957, asking the students to name

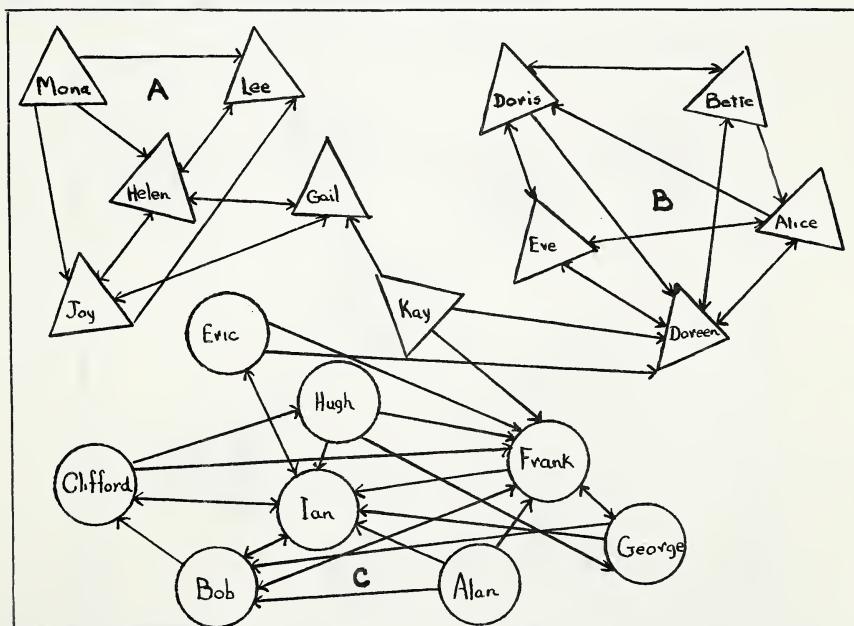


Figure 1.--"Near Whom Would You Like to Sit?" Grade Eleven, Brooks High School, March, 1957.



three classmates whom they would like to have sit near them. This sociogram was selected to introduce the entire class and represents a fairly stable arrangement of this group. Arrows with two heads represent reciprocated choices; single arrows represent one-way choices. The remaining sociograms will be limited to the boys to illustrate more clearly the structure of their group.

There are three main sub-groups within the class. A and B are composed of girls and C is the boys' group which was the subject of the entire study. Typical of this group, the boys chose males, for the most part, throughout the period of study.

A sociometric test asking for seatmates given in September, 1956 yielded the sociogram of Figure Two.

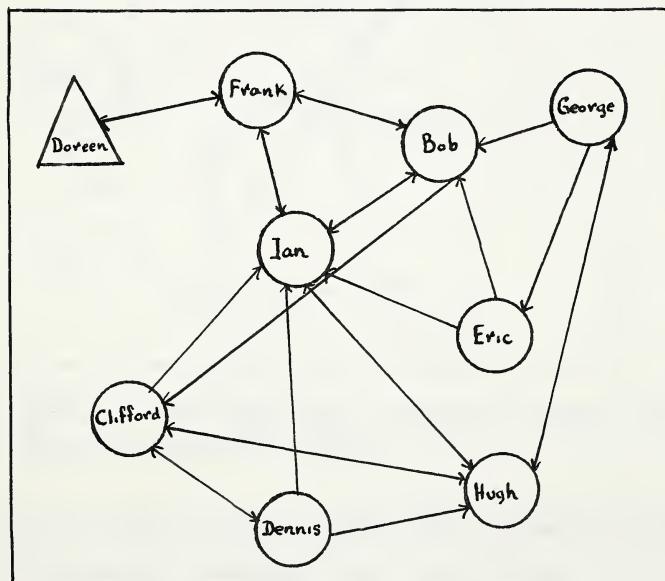


Figure 2.--"Near Whom Would You Like to Sit?" Grade Eleven Boys, September, 1956.



From this it can be seen that Ian was the most popular boy in the class at that time. There is a triangle of reciprocated choices between Bob, Frank and Ian, while another triangle is almost complete with Dennis, Hugh and Clifford as members. Frank, Ian and Hugh had each of their choices reciprocated. All the boys had at least one selection returned except Eric, a new boy in the class who had come to Brooks in the late summer of 1956.

The same test was administered in December and the resulting sociogram is shown in Figure Three.

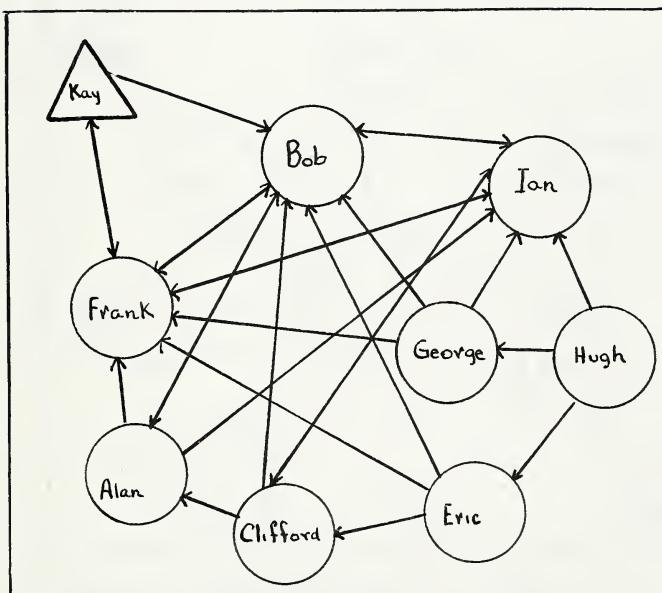


Figure 3.--"Near Whom Would You Like to Sit?" Grade Eleven Boys, December, 1956.

This structure is more complex than the earlier diagram. Ian, Bob and Frank maintained their reciprocated choice pattern and are the dominant segment of the group. Bob was chosen this time by all the boys except Hugh. The departure of Dennis from the class at the end of November broke up the second triangle,



with Clifford shifting his choices to Alan, a new member, and to Bob. Hugh was in the hospital at this time and was not chosen by any of the group although he was expected back at school for the next term. George and Eric were practically isolates, receiving choices only from Hugh. George selected the three most popular boys as seat mates and Eric followed a similar pattern but chose Clifford instead of Ian.

The third time the sociometric test was used, the pattern shown in Figure Four resulted.

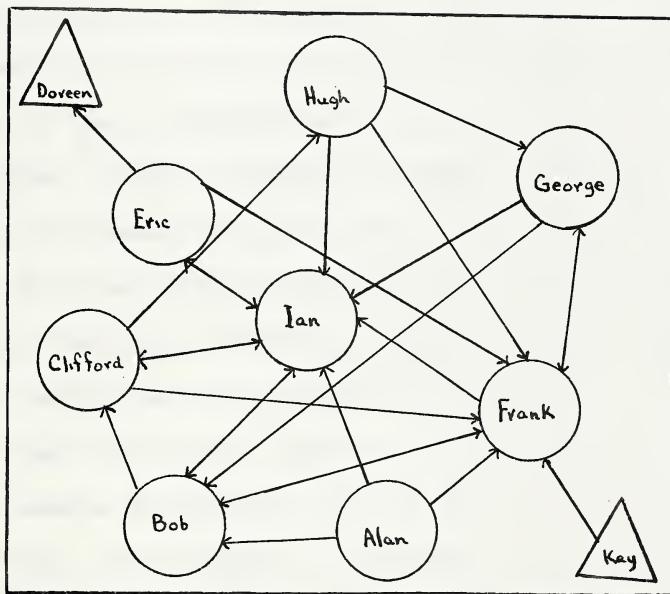


Figure 4.--"Near Whom Would You Like to Sit?" Grade Eleven Boys, March, 1957.

On this occasion the triangle of Frank, Bob and Ian is not complete as Ian did not choose Frank. These three, however, remained the most popular boys in the class. Ian was mentioned by all the members of the class. Eric and George each received reciprocated choices with the popular boys. Hugh received one choice this time but he did not respond. Alan was the only member of the group to receive no choices.



A noticeable feature of these three sociograms is the complexity of Figures Three and Four when compared with Figure Two. A possible explanation may be that some time is required in the fall to renew acquaintances and establish the roles of the group members. New members would be assimilated during the early months also. The most stable section of the group is the relationship between Frank, Bob and Ian. The selections of the others in the class revolve about this triangle as the boys try to become part of the basic group.

Having girls seated nearby is unavoidable in a small classroom but it is not the preferred situation from the boys' point of view, since only two of them made choices that crossed sex lines. Frank's selection of Doreen on the first test and Kay on the second may be the result of his having them sit near him in an earlier arrangement and finding it satisfactory. At any rate he can afford to be somewhat different from the other boys in the group because of his high status. Eric, the other boy to choose a girl on a test, may already feel some measure of acceptance with the boys through a mutual choice with Ian, and be attempting to establish friendships with the girls' group through Doreen, their most popular member.



TABLE I

CHOICES RECEIVED BY BOYS ON THREE SOCIOMETRIC TESTS ASKING "NEAR WHOM WOULD YOU LIKE TO SIT?"

	Name										
	Alan	Bob	Clifford	Dennis	Eric	Frank	George	Hugh	Ian	Doreen	Key
"Near Whom Would You Like to Sit?"											
September, 1956	-	4	3	1	1	3	1	4	6	1	-
December, 1956	2	7	2	-	1	6	1	0	6	0	1
March, 1957	0	4	2	-	1	7	2	1	7	1	0
Total	2	15	7	1	3	16	4	5	19	2	1

An indication of the stability of the individual's position in the group is given in Table One. Here it can be seen, from the totals received, that Frank, Ian and Bob were the most popular members. Although their rank did not remain the same, these three held the top positions in all of the sociometric tests. In December and March their choice status is particularly noticeable. Eric, although chosen once on each of the tests, was selected by a different person in each instance. This may be due to the fact that he was new in town and tended to be very critical of the group's activities. Alan, another new member, received two choices on the second test and none on the third. This could be caused by his program which placed him more frequently with the grade ten class, where he found greater acceptance as the term progressed. George, another member receiving few choices, had most of his friends



in grade ten too. Hugh's position was likely due to his illness. He was absent for the second test and on his return the pressure of school work left him little time for social activities. This might suggest that active and continued participation in the affairs of the group has considerable bearing on popularity.

The distribution of choices made by the boys in the three tests is given in Table Two. On the tests every boy chose Ian at least once and Frank was selected by all but Dennis. Hugh and Dennis were the only boys who apparently did not want Bob for a seatmate. The most popular boys therefore received not only the largest total choices but also had the greatest number of individuals choosing them. The key group had the greatest number of their choices reciprocated as shown in Table Three. This may be indicative of their greater acceptance in the group, and suggests an awareness on their part of their relations with its members.

Alan was the most consistent member of the group, choosing Bob, Frank and Ian on the two tests written. It should be noted that although he did not fit well into the grade eleven class, his selections were for its most popular members, a rather unrealistic view of the situation. Bob chose Ian and Frank three times and Clifford twice. His was the most stable choice pattern of those taking three tests.



TABLE II

THE DISTRIBUTION OF CHOICES ON SOCIO METRIC TESTS GIVEN  
IN SEPTEMBER, 1956, DECEMBER, 1956, AND MARCH, 1957

	Alan	Bob	Clifford	Dennis	Eric	Frank	George	Hugh	Ian	Doreen	Kay	Number of boys chosen
Alan <sup>a</sup>		2				2			2			3
Bob	1		2			3			3			4
Clifford	1	1		1		1	2	3				6
Dennis <sup>b</sup>			1				1	1				3
Eric		2	1			2			2	1		5
Frank		3					1		3	1	1	5
George		3			1	2		1	2			5
Hugh			1		1	1	3		3			5
Ian		3	2		1	2		1				5
Doreen						1						1
Kay		1				1						2
Number choosing each boy	2	7	5	1	3	9	2	4	8	2	1	

a - present for only two tests

b - present for only one test



TABLE III

THE DISTRIBUTION OF RECIPROCATED CHOICES ON SOCIO METRIC TESTS  
GIVEN IN SEPTEMBER, 1956, DECEMBER, 1956 AND MARCH, 1957

	Alan	Bob	Clifford	Dennis	Eric	Frank	George	Hugh	Ian	Doreen	Kay	Total
Alan		1										1
Bob	1					3			3			7
Clifford				1				1	2			4
Dennis			1									1
Eric									1			1
Frank		3					1		2	1	1	8
George						1	1					2
Hugh			1				1		1			3
Ian		3	2		1	2		1				9
Doreen						1						1
Kay						1						1

Frank and Hugh were constant on two choices but varied on the third. The other members of the group showed a greater variation in choice, with Eric the extreme case in that his pattern of selection was different in each test.

In viewing the results of the three sociometric tests it would appear that there is a closer relationship between the choices in December and March than between either of these and the September test. Possibly in the early months the structural patterns are being formed and this causes the



realignment and stability of choice noted in later tests.

In order to determine whether the selections of the group on the criterion of seating arrangement would hold for other activities, a different test was given in December, 1956. The question asked was, "Whom would you like to invite home with you to spend the Christmas holidays." The sociogram constructed from this data is shown in Figure Five.

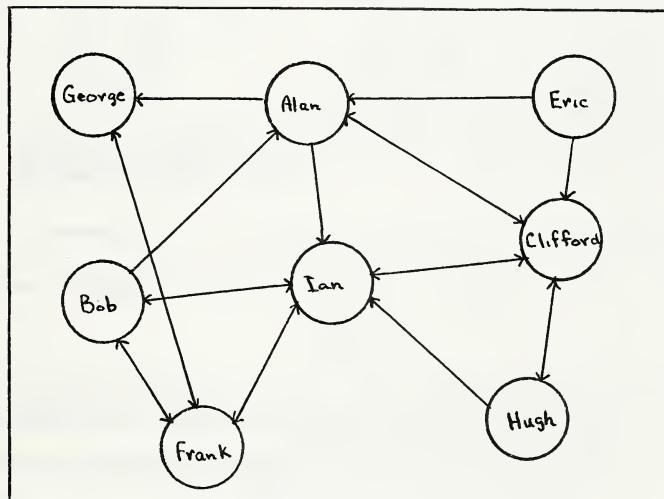


Figure 5.--"Whom Would You Like to Have Home With You to Spend the Christmas Holidays?" December, 1956.

This is not as complex as the previous diagrams. Asked for three choices, two of the boys, Hugh and Eric, could only give two and George selected only one of his associates.

Figure Six resulted from a third type of sociometric test having the criterion, "With whom would you like to attend the movies?"

The popularity of Bob, Frank and Ian is immediately in evidence. For this social activity, Clifford and Alan show an interest in the company of girls. George again names only one of his classmates. Hugh did not receive any choices.



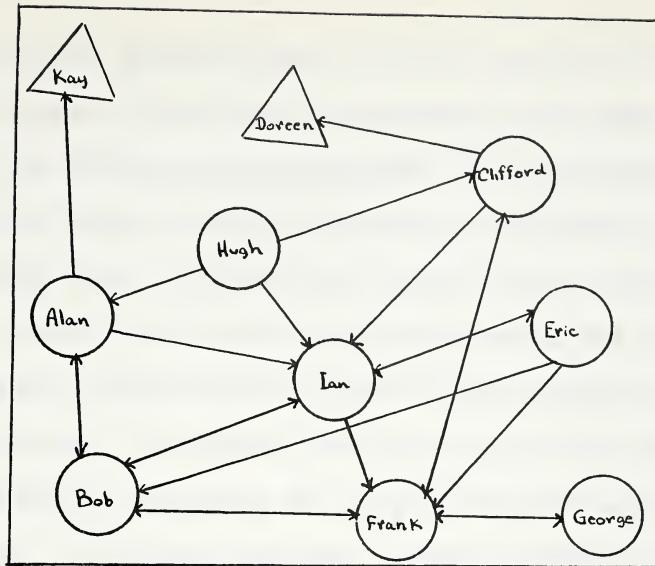


Figure 6.--"With Whom Would You Like to Attend the Movies?" March, 1957.

A summary of the choices received by the group members on the sociometric tests is given in Table Four.

TABLE IV

THE CHOICES RECEIVED BY THE BOYS OF GRADE ELEVEN, BROOKS  
HIGH SCHOOL ON THREE DIFFERENT SOCIOMETRIC TESTS

Socio-metric Test	Alan	Bob	Clifford	Dennis	Eric	Frank	George	Hugh	Ian
Seating	2	15	7	1	3	16	4	5	19
Movies	2	4	2	-	1	5	1	0	5
Home visitor	3	2	4	1	0	3	2	1	5

It would appear that the boys who are desirable as seatmates are also popular as companions in the out-of-school activity of attending the movies. As far as the home visits are concerned, the situation is somewhat different. Ian



received the greatest number of choices again, but otherwise there appears to be little relationship in the choice pattern when the various tests are compared. It seems that the boys evaluate their associates differently in selecting visitors to their homes. Perhaps in the latter case the individual feels that he can be more selective whereas in the school situation, since he must sit near someone a choice may be more easily made. In addition, this may be due to the individual attempting to anticipate the acceptance of the visitor by the family. If the home were poor, it would adversely affect the individual in the eyes of his associates and lower his status.

#### The Classroom Social Distance Scale

Further information concerning the structure of the group is available from Cunningham's Classroom Social Distance Scale. The results for this group are given in Table Five.

TABLE V  
THE RATINGS OF THE GRADE ELEVEN BOYS, BROOKS HIGH SCHOOL  
ON THE CLASSROOM SOCIAL DISTANCE SCALE, JANUARY, 1957

	Alan	Bob	Clifford	Dennis	Eric	Frank	George	Hugh	Ian	Average
Group-Social-Distance	10	10	7	14	14	11	10	11	8	10.6
Self-Social-Distance	7	9	11	-	11	9	10	11	13	10.1



On this test the members of the class are rated on a five point scale. The categories are weighted from one (would like to have him as one of my best friends) to five (wish he weren't in our room). An individual's group-social-distance score is determined by finding the number of times he is checked in each division, multiplying by the weight assigned to the division and summing the resulting five numbers. His self-social-distance score is determined by considering the number of individuals he checks in each division, multiplying by the weight for the division and finding the total of these.

In interpreting the results it should be noted that the lower the group-social-distance score, the greater the degree of acceptance of the individual by the group. Similarly, the lower the self-social-distance score, the greater the acceptance of the group by the individual.

As an example, Ian was mentioned in the first category (would like to have him as one of my best friends) by six boys and in the second category (would like to have him in my group but not as a close friend) by one boy. His group-social-distance score is therefore  $(6 \times 1) + (1 \times 2)$ , which is eight, suggesting better than average acceptance by the group. Ian rated three boys in the first category, two in the second and two in the third. His self-social-distance score is  $(3 \times 1) + (2 \times 2) + (2 \times 3)$ , a total of thirteen. This score is above the group average and suggests that Ian does not regard the group as highly as its members value him.



From the results of this test Clifford is the most accepted member with the lowest possible score of seven. Frank, who appeared to be highly popular from the sociometric tests, ranked toward the top of this scale, suggesting a lack of acceptance in the group. This position was due chiefly to the fact that he received an unfavorable rating from Ian which increased his total.

In comparing the results of the two scales it can be seen that Clifford and Ian, who were the most accepted boys, had the highest self-social-distance scores. This would suggest that they tended to rate their associates higher on the scale and exercised more care in the choice of friends. On the other hand, Eric showed greater acceptance of the group than was given to him and Alan wanted everyone in the group for a friend. This might indicate that boys who are not highly accepted by the peers tend to offer their friendship to all in an effort to gain some measure of security.

It seemed that with the small number in the group, one rating could influence the total result unduly, and because of this the scale does not discriminate between accepted and unaccepted members of the group as well as it might.

#### Summary

From this discussion it would appear that the structure of the group has undergone some changes during the early months of the school term with increased stability as time passed. The major shifts in the later months were due to attempts by the peripheral group to gain greater acceptance. The boys seemed



to choose companions for movies on the same basis as they did seatmates, but used other methods of evaluation in selecting visitors to their homes. Those boys most accepted by their peers seemed to be more critical of the group, while the least accepted members tended to rate it more highly.

A summary of the data concerning the choice pattern and social distance scores for each boy is presented to assist in the understanding of the individuals in the study.

On the two sociometric tests asking for seatmates that were written by Alan, he chose Bob, Frank and Ian, the three most popular members of the class. On the December test he received choices from Clifford and Bob while on the March test he received no choices. This would suggest that he was not well accepted by the group. This is likely due to the fact that he had few interests in common with his classmates. As home visitors Alan selected Ian, the most popular boy in the class, George and Clifford. For companions at the movies he chose Ian again, Bob and Kay. As he was the youngest in the group, the latter choice may be an attempt on his part to show a more mature outlook in the effort to increase his sense of status. On the Classroom Social Distance Scale Alan rated the group more favorably than its members rated him, indicating in his response that he wanted all the boys in the group as his close friends. This reaction seemed to be typical of the boys not well accepted by their peers.



The sociometric tests revealed that Bob was one of the most popular boys in the class. Most of the choices he made were reciprocated. Along with Frank and Ian he formed the nucleus of the group. Bob was less popular as a home visitor, being chosen by only his close friends Frank and Ian, but as a movie companion, in addition to Frank and Ian he was selected by Alan and Eric. On the Classroom Social Distance Scale Bob tended to show slightly greater acceptance of the group than was shown to him.

Clifford's indifferent attitude toward school apparently caused him to be regarded as an unsuitable seatmate by the members of the class. As the term progressed, however, he gained in favor and the second and third tests reveal a reciprocated choice with Ian, a member of the central group of boys, and he was also selected on the third test by Bob, another popular boy. Clifford received only two choices as a companion at the movies, perhaps because he was older than the other boys. This may also account for his being more highly regarded as a home visitor, receiving four choices. On the Classroom Social Distance Scale Clifford appeared to be the most accepted member of the group. His age and the fact that he planned to leave school may have caused an increase in his prestige in the group, resulting in this score. His Self-Social-Distance score of eleven suggested that he tended to rate his associates somewhat less favorably on the scale than they rated him. This tendency seemed typical of the well accepted boys in the responses on the Classroom Social Distance Scale.



Dennis was present for only one of the sociometric tests. On this, he selected Hugh, Clifford and Ian. His choice of Clifford was reciprocated. Dennis, Clifford and Hugh had been a small clique during the past year, but Hugh apparently did not want to continue the relationship. On the Classroom Social Distance Scale, Dennis had a Group-Social-Distance score of fourteen. This is well above average and suggests that he was not well accepted by his classmates. Although Dennis had left school to join the R.C.A.F., the score seemed to be a fairly accurate description of his position when he was in a group.

The sociometric tests gave some indication of Eric's problems in finding a place in the group. He came to Brooks from Vegreville in the fall of 1956, and was in the process of establishing himself with his peers during the period of investigation. On the first test Eric could make only two choices for seatmates, selecting Bob and Ian, two of the most popular boys. He was chosen on this test by George, a young, rather immature boy. On the second test Eric named Bob, Clifford and Frank, and on the third, Frank, Ian and Doreen, the most popular member of the girls' group. The changing pattern of choice would suggest experimentation with the various class members in his search for friendship and acceptance. On the second test Eric was chosen by Hugh and on the third, his choice of Ian was reciprocated. The latter instance might indicate a measure of acceptance, but the scarcity of choices seemed to suggest more strongly that



Eric was not well received by the group. Eric chose Clifford and Alan as home visitors but received no choices himself. He selected the three most popular boys, Frank, Ian and Bob, as his companions for the movies. In this instance he was again chosen by Ian. The results of the Classroom Social Distance Scale suggested that Eric was not well accepted by the boys and also that he did not rate the group favorably. His critical attitude toward the group as well as his short period of residence in Brooks appeared to be the chief causes of his lack of acceptance.

Frank gained in popularity as the term progressed. He made reciprocated choices with Bob in all sociometric tests and, except for one instance, with Ian also. He received three choices as a home visitor and five as a companion at the movies. All the choices he made, excepting in the case of Ian, were reciprocated, suggested that Frank judged his position fairly accurately. In two instances he chose girls as seatmates, a practice not common with the boys of this class. Frank apparently felt secure enough in the group to make this selection. On the Classroom Social Distance Scale Frank had a high Group-Social-Distance score due to an unfavorable rating by Ian. He showed better than average acceptance of the group with a Self-Social-Distance score of nine.

On the first sociometric test George selected Bob, Eric and Hugh, three relatively quiet and retiring boys, as his seatmates. In the remaining two tests he chose Bob, Frank and Ian, the three most popular members of the class.



George was chosen by Hugh on all tests and by Frank on the last one. The only classmate George selected as a home visitor or a movie companion was Frank. These choices were reciprocated and in addition he received a choice from Alan as a home visitor. These results suggest that George is not well accepted by the group. The Classroom Social Distance Scale, on the other hand, suggested that George was given better than average acceptance by his classmates. He, in turn, was average in his reaction to the group. It would seem that the sociometric tests gave a better indication of George's position in the group since the Classroom Social Distance Scale apparently does not function well with a small class.

Hugh, a vanned student, seemed fairly popular with his classmates early in the term, as indicated by four choices on the first sociometric test. Hugh was in hospital for the months of November and December and although expected back after the Christmas holidays, he did not receive any choices on the December Sociometric test. On the March test asking for seatmates, Hugh received one choice from Clifford, another vanned student. Clifford also was the only one who selected Hugh as a home visitor and this choice was reciprocated. Since he was busy with school work and was not able to take part in the social activities of the group, Hugh did not receive any choices as a companion for the movies. The Classroom Social Distance Scale revealed that Hugh was not too well accepted by his classmates, having a Group-Social-Distance score of eleven. His Self-Social-Distance score was equal to this too, suggesting less than average acceptance of the group.



Ian appeared to be the most popular member of the group. He was chosen at least twice by every member of the class except Dennis who chose him on the only sociometric test he wrote. He received five choices each as a home visitor and as a companion for the movies, indicating popularity in situations outside the school. Every choice Ian made was reciprocated which suggested that he understood his position in the group. The Classroom Social Distance Scale also indicated acceptance of Ian by his peers and, like Clifford, he seemed to be more critical of the group members, having a Self-Social-Distance score of thirteen.

The analysis of the remaining measurements should yield information on the role of the individual and his behavior in the group which will increase our understanding of its structure.



## CHAPTER VII

### THE GROUP MEMBERS

Before consideration may be given to the roles exercised in a group it is necessary to have some knowledge of its members. A summary of the personality, intelligence, adjustment and interest test scores will be presented in this chapter as well as the results of the Sims' scales and personal data derived from interviews and observation. On the basis of these data further insights into the group structure and the roles of the members will become possible.

#### Family Data

TABLE VI

AGE, POSITION IN FAMILY AND NUMBER OF BROTHERS AND SISTERS OF GRADE ELEVEN BOYS IN BROOKS HIGH SCHOOL

Name	Age	Position in Family	Brothers		Sisters	
			Older	Younger	Older	Younger
Alan	15-6	1	-	1	-	1
Bob	16-4	2	1	-	-	-
Clifford	17-10	1	-	-	-	-
Dennis	17-2	1	-	-	-	1
Eric	16-8	3	1	1	1	3
Frank	16-8	4	1	-	2	-
George	16-3	1	-	1	-	1
Hugh	16-1	1	-	-	-	1
Ian	16-10	1	-	1	-	-



From the data in Table Six, the mean age of the group was found to be sixteen years, five months. Alan was accelerated in grade two, consequently he is one year younger than average. Clifford repeated grade ten and therefore is older than his classmates. These were the only deviations from the normal rate of progress through the grades. The families of the group vary in size from one child, in the case of Clifford, to seven in Eric's family.

In order to make comments on the social level of the boys' families more intelligible, the divisions of the Sims S.C.I. Occupational Rating Scale follow. From the lowest to the highest these are: lower-working, working, middle-working, middle, upper-middle, upper and upper-upper.

Most of the boys consider their families to be in the "middle-working social class", according to this scale. A summary for the group is found in Table Seven. Alan and George identify themselves with the "working class" which is lower than the average for the group and Eric places his family higher than the mean, in the middle class.

On the Sims Score Card for Socio-Economic Status the homes are graded on a scale from zero, no home at all, to ten, a theoretically perfect home. The divisions in the scale are: Indeterminately High, Highest, Very High, High, Medium High, Medium, Medium Low, Low, Very Low, Lowest, Indeterminately Low.



TABLE VII

SOCIAL CLASS LEVEL, SOCIO-ECONOMIC STATUS, OCCUPATION AND NATIONAL ORIGIN OF PARENTS OF GRADE ELEVEN BOYS, BROOKS HIGH SCHOOL

Name	Social Class Level*	Socio-Economic Status†	Occupation		National Origin	
			Father	Mother	Father	Mother
Alan	Working	Medium	Farmer (deceased)	-	Canada	Canada
Bob	Middle-Working	High	Carpenter	Office Clerk	Norway	United States
Clifford	Middle-Working	Medium -High	Farmer	-	Wales	England
Dennis	-	Medium	Laborer	Office Clerk	Canada	Canada
Eric	Middle	Highest	Elevator Supt.	-	Canada	Canada
Frank'	Middle-Working	High	C.P.R. Engineer	Teacher	Scotland	Germany
George	Working	High	Carpenter	-	Russia	Russia
Hugh	Middle-Working	-	Farmer	-	United States	Canada
Ian	Middle-Working	Medium Low	Farmer (deceased)	-	Germany	Canada

\* Parents separated

\* Social class level determined from Sims S.C.I. Occupational Rating Scale

† Socio-Economic Status from the Sims Score Card for Socio-Economic Status

On the Sims Score Card for Socio-Economic Status the mean for the group is the "medium high level". Ian rates his home below the average as medium low, while Eric's is indicated to be exceptionally good. The fathers of Alan and Ian are dead, while Frank's parents have separated. The fathers of the other boys are working in Brooks and the mothers of three,



Dennis, Frank and Bob, have jobs. All the families are of the white race and of varied national origin.

### Personality Measurement

Three measures of personality were utilized in this study, the Guilford-Zimmerman Temperament Survey, the Gordon Personal Profile and the Thurstone Temperament Schedule. Because it yielded scores on the greatest number of traits and appeared to be more penetrating in its measurement, the Guilford-Zimmerman Temperament Survey was used to give a detailed description of the group members. Their percentiles in this test are given in Table Eight. In interpreting the results of these tests a score above the seventy-fifth percentile was considered high and one below the twenty-fifth percentile was regarded as a low score. Others were considered to be average.

The analysis of the Guilford-Zimmerman Temperament Survey revealed that Alan made average scores on the following traits: General Activity, Restraint and Emotional Stability. He was above average in Objectivity suggesting that he is not overly self-centered. From his scores on the traits of Friendliness and Personal Relations it would seem that Alan has a desire to please others and gets on well with his associates. He tends toward shyness and submissiveness. His interests are masculine in character and he does not appear to like reflection and planning.



TABLE VIII

PERCENTILE SCORES ON GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY,  
GRADE ELEVEN BOYS, BROOKS HIGH SCHOOL. FEBRUARY, 1957

	General Activity	Restraint	Ascendance	Sociability	Emotional Stability	Objectivity	Friendliness	Thoughtfulness	Personal Relations	Masculinity
Alan	50	44	1	25	70	79	92	15	91	82
Bob	55	35	30	28	21	50	30	79	79	73
Clifford	93	10	37	43	70	43	37	25	56	55
Dennis	-	-	-	-	-	-	-	-	-	-
Eric	65	63	70	79	38	22	18	85	25	65
Frank	91	3	50	56	78	70	37	25	50	73
George	50	20	42	20	22	2	42	72	25	35
Hugh	3	73	55	36	31	55	73	79	10	45
Ian	83	30	20	38	29	25	37	79	7	55
Average	61.3	36.0	38.1	40.6	44.9	43.3	45.8	57.4	42.9	60.4

Bob scored mainly in the average range on this test. He has a low score on the Emotional Stability scale suggesting a tendency toward depression. His above average scores on the traits of Thoughtfulness and Personal Relations may indicate that he gets on well with others and is tactful and considerate in his contact with them.

From this test Clifford appears to be a very active, carefree, impulsive individual, since he has a very high General Activity and very low Restraint score. His other scores fall in the middle range.



From the test results it may be inferred that Eric is a thoughtful individual who enjoys the company of others. He may be hampered in dealings with people due to his sensitive nature, rather hostile attitude and his tendency to be critical. In other respects Eric appears to be average.

Frank is like Clifford in that he is impulsive, happy-go-lucky and full of energy. He is cheerful and optimistic in his outlook. Frank likes to dominate the group and may not be too tactful in his dealings with people. He made average scores on the traits of Sociability, Ascendancy, Objectivity, Personal Relations and Masculinity.

George had no high scores on any of the traits. His extremely low score on the Objectivity scale would suggest that he is hypersensitive. He does not appear to be at ease with others nor get along too well with them. He may be impulsive in his actions and rather pessimistic in his outlook.

Hugh made a very low score on the General Activity scale, no doubt due to the fact that he is under doctor's care for a weak heart. He prefers reflection and planning to participation as indicated by a high score in Thoughtfulness. Hugh tends to be critical of others and may not get on well with them. His other scores are average.

Ian, with high Activity and Thoughtfulness scores would apparently be able to plan and carry out activities but his low Ascendancy score may reduce the effectiveness of this ability. He is very low on the Personal Relations scale suggesting that he feels he does not get on well with others. His other scores are low average.



The Guilford-Zimmerman Temperament Survey reveals that Clifford and Frank appear energetic and carefree. Frank seems to be the one who likes to be with people most. The test shows that Eric, George, Hugh and Ian feel that they do not get on well with others, which will likely have an effect on their behavior in the group. Bob's Emotional Stability score and George's low rating in Objectivity may produce problems for them also. The results of the Gordon Personal Profile are shown in Table Nine.

TABLE IX

PERCENTILE SCORES ON GORDON PERSONAL PROFILE FOR  
GRADE ELEVEN BOYS, BROOKS HIGH SCHOOL, JANUARY, 1957

Name	Ascendancy	Responsibility	Emotional Stability	Sociability	Total Score
Alan	7	81	49	35	28
Bob	53	35	11	99	42
Clifford	33	41	43	84	42
Dennis	-	-	-	-	-
Eric	39	89	64	84	78
Frank	66	29	64	66	47
George	12	63	64	66	38
Hugh	15	92	49	73	51
Ian	33	41	32	84	38



In the trait Ascendancy, Hugh is at the fifteenth percentile on this test while he was at the fifty-fifth percentile on the Guilford-Zimmerman. The change may be due to the fact that the Gordon Personal Profile was administered immediately after his return from a two month period in hospital and he was very conscious of the time he had missed. When the later test was given he may have re-established his position in the group. George was also lower on the Gordon Personal Profile in this area. The other members of the group maintained the same relative position in this trait on both tests. The ratings on both the Gordon and the Guilford-Zimmerman were comparable in the trait Emotional Stability. Although the two tests are designed to measure the same thing, the latter test yielded consistently lower percentile scores in Sociability. In the trait Responsibility found on the Gordon Personal Profile, Hugh, Eric and Alan have high scores suggesting that they are persevering and determined individuals. The rest of the group are average, with Frank and Bob being low average.

The Total Scores reveal that Eric tends to rate himself favorably on this test and that Alan, Ian and George are very critical of themselves. The others are average on this scale.

In general the Gordon Personal Profile seems to bear out the findings of the Guilford-Zimmerman Temperament Survey. The additional scale of Responsibility on the Gordon Personal Profile added to the understanding of the group members. The Total Score of the Gordon Personal Profile gives an indication



of the boys' attitudes about themselves and should be kept in mind when making an interpretation of the results.

The percentile scores for the third measure of personality given to the group, the Thurstone Temperament Schedule, is found in Table Ten.

TABLE X

PERCENTILE SCORES ON THE THURSTONE TEMPERAMENT SCHEDULE FOR GRADE ELEVEN BOYS, BROOKS HIGH SCHOOL, NOVEMBER, 1956

Name	Active	Vigorous	Impulsive	Dominant	Stable	Sociable	Reflective
Alan	42	15	11	7	16	3	92
Bob	40	65	30	32	10	82	60
Clifford	84	86	50	14	53	46	29
Dennis	-	-	-	-	-	-	-
Eric	52	86	39	66	65	64	98
Frank	53	93	98	42	76	27	38
George	15	65	30	14	32	35	59
Hugh	7	42	4	65	25	38	95
Ian	64	76	40	77	33	88	92

The Active and Vigorous scores on the Thurstone compare generally with the Activity scale of the Guilford-Zimmerman. George is low on the former and average on the latter but that is the only instance of marked difference. The scores of the Impulsive scale of the Thurstone and the Restraint scale of the Guilford-Zimmerman have the inverse relationship.



that would be expected. In the Ascendance scale Clifford is lower on the Thurstone than the other two. George has a low score here, agreeing with the results of the Gordon Personal Profile while Hugh's score is of the same magnitude as on the Guilford-Zimmerman. Ian's score is high average on this test and low on the other measures. These differences may be due to the interpretation of the test questions or may be within the individual at the time the test was administered. In the area of Emotional Stability Alan was considerably higher on the Gordon than on the Thurstone and higher still on the Guilford-Zimmerman. This may be through his becoming acquainted with the group and finding acceptance in it as time passed. The other scores were in the same range on all three tests.

The Thurstone gave lower scores on Sociability than the Gordon Personal Profile, but not as low, in most instances, as the Guilford-Zimmerman. Alan, Eric, Hugh and Ian have very high scores here suggesting that they are quiet, like to work alone, and enjoy planning rather than carrying out activities. Frank and Clifford are low average in this area while the other boys are average. On the Guilford-Zimmerman, Alan was very low in this trait. This might suggest that he has tended to join in the activities of the group as the term progressed.

From the three tests used to measure personality, certain characteristics of the group members have been suggested. Alan appears to be a quiet, persevering individual who has a desire to please others and gets on well with his associates. He tends to be shy and submissive. Bob seems to be tolerant and understanding in his relations with others. His very low



score on the Emotional Stability scale of all three tests would suggest depression, tenseness and nervousness. Eric appears to be a quiet, thoughtful determined person. His sensitive nature and hostile, critical attitude toward the group may present difficulties for him in finding acceptance with his peers, although he appears to enjoy the company of others. George may have some problems in finding a place in the group structure too, since he seems very sensitive and is not at ease with others. His pessimistic outlook would also hinder group relationships. Hugh is quiet, determined and prefers planning activities to participation in them. He tends to be critical of his associates and consequently may have difficulty in becoming part of the group. Ian is a quiet, thoughtful individual who likes to work alone. He feels that he does not get along well with others and so tends to submit to their will. Clifford and Frank are care-free, extroverted individuals. Frank, in particular, has a cheerful, optimistic outlook on life. He likes to dominate the group and be the center of attention.

In aspects of personality other than those mentioned here, the boys appeared to be in the average range. The three tests yielded comparable results in most areas.

#### Adjustment Measurement

The measures of personality just discussed yielded some insight into the various traits within the individual that influence his actions. The S.R.A. Youth Inventory attempts



to discover the effectiveness of a person's adjustment to himself and to certain aspects of his environment by determining those areas in which he appears to have problems. The results of the S.R.A. Youth Inventory are shown in Table Eleven.

TABLE XI

PERCENTILES ON S.R.A. YOUTH INVENTORY FOR GRADE ELEVEN BOYS, BROOKS HIGH SCHOOL, SEPTEMBER, 1956

Name	My School	After High School	About Myself	Getting Along With Others	My Home and Family	Boy Meets Girl	Health	Things in General	Basic Difficulty
Alan	32	57	11	45	33	31	64	73	34
Bob	96	83	94	97	90	95	90	79	94
Clifford	42	4	28	12	15	18	47	24	-
Dennis	60	38	11	20	45	8	77	13	8
Eric	60	26	45	45	15	30	84	14	49
Frank	42	50	84	37	65	8	90	38	70
George	60	27	75	70	75	68	84	49	74
Hugh	50	98	58	75	32	73	84	93	49
Ian	70	70	83	66	70	97	83	96	80

On this scale a high percentile score means that the individual marked a greater number of problems in a given area than did the norm group. Alan was in the average range in all areas except About Myself, in which he had a very low score. This may indicate maladjustment or it may be that Alan, being



new in the group, did not wish to reveal his problems at that time. Bob, on the other hand, had very high scores in all problem areas. He is under considerable pressure from his parents to succeed in school in an academic pattern in which he has limited ability and little interest. This difficulty may be fundamental to his problems in other areas. These results appear consistent with the measures of personality which suggest that Bob tends to be depressed, tense and anxious. Clifford had an average or low score in all areas. Since he planned to leave school in the spring, and had secured a job, he made an extremely low score in the area After High School. This may also account for his low score on the scale My School. Although Clifford had difficulties in this area the fact that he planned to leave soon seemed to ease the problem for him. Dennis was in the average range for most of the problem areas. He did not check any statements in the section Boy Meets Girl. This might indicate a lack of interest on his part, but considering that he is not popular with the girls of the high school, it seems likely that he is refusing to reveal his problems. This may be another illustration of his independent attitude. Dennis checked only one item in the About Myself and it seems likely again that he was not interested in indicating his difficulties. Eric had average scores on all parts of the test except the Home and Family in which he had a low score and Health which was high. The low score is in keeping with his attitude concerning his home as expressed on the Sims Score Card for Socio-Economic Status. Frank had a high score in the area About Myself which



suggests that he is possibly not satisfied with himself at present and feels a need for guidance. He did not check any problems in the section Boy Meets Girl and while he is better adjusted socially than most in the class, this score still appears rather low. George had average scores in all areas except After High School which is low. Since he has at least two more years of high school due to failure in several grade ten courses, the problem may appear somewhat remote. Hugh is particularly high on the scale After High School. His poor health may be the cause of this score and since his activities are restricted, he may entertain serious concern over his ability to fit into adult society. Hugh also had a high score in the section Health. Ian had a pattern of high average or high scores on all parts of this test. It may be that his home life is the basic cause of his difficulties. His mother has poor mental health and his brother was recently placed in a Provincial Boys' Home. The pressure of these situations may be the cause of his insecurity. In addition, Ian's tendency toward submissiveness and his lack of self-assurance, as suggested by the personality tests, could also contribute to his adjustment problems.

A noticeable feature of the test is the pattern of high scores on the Health scale. This may be due to the scale itself which allows freer response without revealing data of a personal nature. On the other hand, it may be due to an increased interest in health and personal appearance brought about by a mounting interest in social activities.



The Basic Difficulty Score, an experimental scale designed to indicate those who might have serious personality difficulties, suggests that Bob and Ian may be in this category. This conclusion appears to be borne out by the other measures of personality made during this study.

In general it may be said that Alan, Clifford and Frank, who had the highest scores on the Emotional Stability scales of the personality tests, tended to check fewer problems on the Youth Inventory. The boys of a reflective nature, Hugh, Ian, Bob and George, seemed to have more problems in the area Getting Along with Others. Eric is the exception to this statement, but as was indicated in the Gordon Personal Profile, he tends to rate himself more favorably than seems warranted. There seems to be a good agreement between the results of the personality tests and the reaction of the individuals to their environment as expressed on the S.R.A. Youth Inventory.

#### The Rotter Incomplete Sentences Blank

The sentence completion method of studying personality is a semistructured projective technique in which the subject is asked to finish a sentence for which the first word or words are supplied. As in other projective devices, it is assumed that the subject reflects his own wishes, desires, fears and attitudes in the sentences he makes.<sup>63</sup>

The test is designed to yield a total score that is an index of maladjustment. In this study, however, no numerical

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<sup>63</sup>J. B. Rotter and J. E. Rafferty: Manual, The Rotter Incomplete Sentences Blank, New York, The Psychological Corp., 1950, p. 3.



score was determined. The results were used to investigate the feelings of the individual toward various situations in his life. Using the test in this manner it was felt that it should be of some assistance in understanding the roles taken by the boys in their group activities.

From his responses, Alan apparently found satisfaction in his home life. He appeared to be closely attached to his mother but made no mention of his father, who is deceased. This might be indicative of a lack of adjustment to this situation. His favorable responses were in agreement with the results in this section of the Youth Inventory. Socially Alan enjoyed the company of boys and, with reservations, girls. He appreciated the social values of dancing but did not indicate whether he participated in this activity. Reading was named as his favorite pastime as might be expected of a shy, quiet boy and he expressed an interest in sports although he participated in curling. There was some indication that he felt socially inferior to his classmates, for one incomplete response was, "Other kids have more..." He made several responses that suggested concern about success in school and, in fact, any undertaking. Examples of this are, "I wish that I could have better marks in school", and "My greatest fear is to try something and fail." This may be a further indication of feelings of inadequacy. Generally his responses to the test showed that he did not accept himself completely and had definite feelings of insecurity in social situations, perhaps due to the fact that he was not well received by the group as indicated in the sociometric tests.



These findings were not in agreement with the personality and adjustment measurements. According to the Gordon Personal Profile Alan tended to be over-critical of himself and this may account for the results on the Rotter. In addition, the Rotter Incomplete Sentences Blank was given early in the year and Alan may not have become acquainted with the new school at the time of its administration. This could be the cause of his feelings of insecurity.

On the test Bob did not reveal much concerning his home life. He did not mention his mother which may indicate a conflict although he stated that he was happy at home. He showed a preference for many solitary activities such as hunting, fishing and reading, which is not in agreement with the high sociability scores he made on the Gordon Personal Profile and the Thurstone Temperament Schedule or with the indications of his popularity with the boys on the sociometric tests. Bob expressed an interest in dancing but pointed out in several instances that he was not an accomplished dancer. He was concerned with the problem of vocational choice and also with success at school. The main attitudes revealed from the test appear to be dissatisfaction with school for he said on one occasion, "I wish that I was finished school and had a good job", and feelings of inadequacy in social situations. His rather inconsistent pattern of responses may also indicate insecurity.

Clifford's responses suggested that he has a satisfactory home life, which agreed with his score on the Youth Inventory. His interests centered around rural activities in which he



preferred the company of boys. Clifford liked to read and also enjoyed team sports which he finds of value. This may suggest a balance between solitary and group leisure time interests. He expressed concern over his failure in his subjects and appears to be dissatisfied with school as a whole, stating "At school I am not content.", and "The only trouble I have is in school work". The fact that he did not check many problems in this area on the Youth Inventory may mean that they have risen since its administration. Clifford made references to feelings of tiredness and restlessness which was definitely opposed to the traits indicated on the personality tests. This may be due to boredom at school. Other than this his average pattern of responses was consistent with data from other personality tests and the S.R.A. Youth Inventory.

Dennis showed some dissatisfaction with his home. He apparently preferred his father to his mother and since she was the dominant parent, this would suggest a conflict in this area. Throughout his responses there was frequent mention of his interest in solitary activities. This may be a rationalization on his part since his statement, "People who think they are above one another should be let live in equal conditions," suggested that he felt socially inferior to some of his classmates and also he said, "I like to make friends everywhere I go." Dennis did a considerable amount of reading which he said, "helps me to relax and forget any problems I have." He had a high estimation of his ability to cope with any situation, stating, "I am best when it comes to an



emergency and something has to be done fast." Dennis also expressed a somewhat unrealistic desire for a life full of enjoyment for himself in the future. Although Dennis did not write the other personality tests, some traits were revealed through the Rotter that contribute to an understanding of this boy. He had an attitude of independence that seemed to mask feelings of insecurity. He tended to be fairly active and to have a confident, optimistic view of the future. Dennis also appeared to have a tendency to over-rate himself. He found escape from unsatisfactory situations through reading.

Eric showed definite preference for his father in his responses, stating, "I secretly think he is the best person I know", and made no comment on his mother. His other statements suggested that he was very much satisfied with his home life and felt contented there. He stated that he enjoyed the company of others and felt that he got on well with them, yet he preferred solitary leisure-time activities. He expressed an interest in sports although he did not seem to participate in them. His statement, "...the happiest time is at home", may suggest a feeling that he is not accepted by the group, a situation that appeared to be verified by the results of the sociometric tests. Eric also expressed the desire to "...learn more about understanding people." This may be due to his wish to become part of the group. His greatest interest appeared to be flying and he was quite concerned about his chances for success in this area. Eric's responses seemed to suggest traits similar to those revealed by personality and adjustment tests.



Frank gave little indication of his attitude toward his home. Since his parents had separated and he lived with his mother, his preference for this parent seemed understandable. Frank's mother was very demanding, so his statement, "My greatest fear is a woman", may have reference to her. Frank was active in sports and preferred male companions. He expressed greater concern over social adjustment than any of the other boys, stating, "I need to conquer my self-consciousness", and also, "I wish I was another Rock Hudson!" He enjoyed dancing and was accepted by girls in social activities, although he mentioned, "I suffer from being nervous when I am with members of the opposite sex." This would seem to be a typical adolescent adjustment situation. Frank's main problem seemed to be making satisfactory school marks, although he knew that his lack of application was the cause of his trouble. Except for some vagueness concerning his home life, Frank's responses appeared to be typical of a reasonably secure adolescent.

George indicated satisfaction with his family and home life. He had limited interest in social activities involving boys and girls and said that he did not like to mix with people generally. This may have had some influence on his position in the group, as revealed by the sociometric tests. George mentioned sports in several instances and seemed to find some measure of recognition and security through participation in these. Other than in the athletic program George appeared to find little satisfaction in school. He was concerned with his failure but did not attempt to account for this. He



expressed fear of getting caught in one instance, although no specific situation was mentioned, which may be indicative of an insecure position in the group. George experienced some difficulty in completing the test and his responses generally suggested discouragement. For the most part the results of the Rotter seemed to be in agreement with the other measures of personality used in this study.

Hugh wrote this test while in the hospital and consequently many responses are influenced by this situation. The main purpose of his hospitalization was to restrict his physical activity. He did not reveal anything definite concerning his home life on the test. He stated that he preferred solitary leisure-time activities, although he was not specific in this. A negative attitude toward people was revealed since his responses were of a critical nature. He noted that "At school most kids don't know what a good education means", and, "People aren't aware of what is going on around them." This trait was consistent with the scores on the Guilford-Zimmerman, but not with the fact that he appeared well accepted on the first sociometric test. Hugh was concerned with the problem of choosing a vocation and he seemed to have difficulty in accepting himself. His undue concern with his health and related problems reduced the effectiveness of the test in measuring his attitudes. Many of the responses appeared designed to reveal nothing of a personal nature. This might suggest a tendency toward withdrawal on his part.

That Ian was under pressure from his mother was indicated by his statement, "A mother likes her children to become



something big." Most of his responses centered around the school situation. Ian was having difficulty here and suggested several reasons for his trouble, such as, "I need to become more familiar with study habits", and "The only trouble with me is that I don't study enough." In spite of an expressed knowledge of the value of an education, Ian appeared quite discouraged with his present position, stating, "I wish sometimes that I was out of school working." He was caught between his desire to please his mother by achieving well at school and his own inability to cope with the subject matter. This could be fundamental to his difficulties, and may be responsible for the scores on the personality tests and Youth Inventory suggesting possible maladjustment. His interest in university would suggest that he was not judging himself realistically. Socially, he was becoming interested in the opposite sex, but mentioned that he was not well accepted by the girls of the class. Ian expressed an interest in sports and such solitary pastimes as fossil hunting, sketching and reading. The latter activities seemed to occupy most of his spare time. This appears to be inconsistent with the results of the sociometric tests which showed Ian to be popular both as a seatmate and in out-of-school activities. In general, the responses to the Rotter would suggest that the school situation and possibly the influence of the mother were causes of conflict.

The Rotter Incomplete Sentences Blank appeared to be an effective device with which to determine the attitudes and behavior of this group. The responses to this test show that,



for the most part, the individual's actions are consistent with the personality patterns found by the tests discussed earlier. The Rotter, however, allows a different view of the individual and affords an opportunity to verify the other measures.

#### Vocational Interests

As another measure of adjustment an attempt will be made to compare the ability and vocational preferences of the individual with his interests as expressed on the Kuder Preference Record. It would seem that the well-adjusted individual should show some agreement in these areas. The percentiles achieved by the group on the Kuder Preference Record are found in Table Twelve.

The preferred vocation and the ability of the individual as indicated by the Otis Quick Scoring Mental Ability Test are summarized in Table Thirteen.

In view of Alan's high scores in the Mechanical and Clerical areas of the Kuder, his choice of teaching as a career does not seem to agree with his interests. His shy, submissive tendencies revealed by the personality tests might present some obstacles to a teaching career. He has high ability however, and is young, so there may be a further change in interests before a decision is made.

Bob named the R.C.M.P. as his vocational choice. Although this selection is not inconsistent with his pattern of interests on the Kuder scales and appears suited to his ability, Bob's personality traits of depression, anxiety and irresponsibility might present difficulties for him in the achievement



of his ambition.

TABLE XII

PERCENTILE SCORES ON KUDER PREFERENCE RECORD FOR GRADE ELEVEN BOYS, BROOKS HIGH SCHOOL, NOVEMBER, 1956

Name	Outdoor	Mechanical	Computational	Scientific	Persuasive	Artistic	Literary	Musical	Social Service	Clerical
Alan	-	86	68	59	14	39	40	20	14	91
Bob *	82	40	50	70	8	90	48	3	37	23
Clifford *	51	26	86	20	80	34	63	78	50	65
Dennis	-	-	-	-	-	-	-	-	-	-
Eric	-	93	40	50	80	42	15	55	75	30
Frank *	37	82	90	82	12	70	1	67	13	68
George *	65	97	90	73	7	60	20	9	30	42
Hugh	-	91	96	39	41	75	1	96	62	70
Ian	-	42	5	30	45	98	8	30	26	19

\* indicates Form CH, others used Form BB

Clifford's low rating on the Outdoor and Mechanical areas makes one question the wisdom of his choice of farming. His ability is average and he should be successful in his undertakings, but the Kuder would suggest that he would be happier in another field, such as accountant, salesman or bank clerk. To do a good job in any position Clifford would likely have to develop a more serious attitude rather than his present care-free outlook.



TABLE XIII

AGE, OTIS I.Q. AND VOCATIONAL CHOICE OF GRADE  
ELEVEN BOYS, BROOKS HIGH SCHOOL

Name	Age	I.Q.	Vocational Choice
Alan	15 - 6	121	Teacher
Bob	16 - 4	100	R.C.M.P.
Clifford	17 - 10	100	Farmer
Dennis	17 - 2	120	R.C.A.F.
Eric	16 - 8	111	R.C.A.F.
Frank	16 - 8	123	Engineer
George	16 - 3	102	Engineer
Hugh	16 - 1	110	Undecided
Ian	16 - 10	96	Geologist

Eric, with above average ability and high score in the Mechanical scale, should find some area of the airforce that is satisfying to him. He should be quite successful working by himself, but his self-centered, critical attitude, which contributed to his lack of acceptance in this group, would likely hinder him in assuming positions of responsibility in the airforce.

A high score in the Mechanical, Computation and Scientific areas of the Kuder, coupled with his high ability, should enable Frank to succeed in some field of engineering, his chosen vocation. He will have to develop a more serious attitude toward his schoolwork and become somewhat more responsible in his activities to be successful in attaining his goal.



George has an interest pattern somewhat like Frank's, but he has less ability. He is unlikely to attain his ambition as an engineer, but may be able to enter a technical occupation related to his interests which does not require university training. Being rather pessimistic in his outlook, George may not have the drive necessary to complete the training for such a position.

Hugh has high interests in the Mechanical, Computational and Musical areas on the Kuder and has above average ability. He has not expressed any preference for his life work, but does plan to attend university. Hugh is concerned with the problem of vocational choice, according to the S.R.A. Youth Inventory, but is not willing, apparently, to take the initiative to find a solution.

Ian would like to be a geologist but his ability rating would suggest that this is unlikely. His only high score on the Kuder was in the Artistic area. Some adjustment will have to be made on his part to reconcile ambition and ability. It seems likely that if the pressure from home for high achievement were removed, Ian would be more realistic in his approach to vocational choice.

Alan and Clifford were the only boys whose vocational choices differed somewhat from the results of the Kuder Preference Record. George and Ian seem to neglect to consider their ability in their choice of occupations. In both instances some adjustment will have to be made between these factors. Likely some vocation can be found in the area of their interests that will not require university training.



Bob's personality traits may cause him some difficulty in attaining his goal as a policeman. Although he seemed quite definite in his choice during the interview, his high score on the S.R.I. Youth Inventory suggests that perhaps he is still not certain in his vocational choice. Ian and Hugh were also high on the Youth Inventory scale After High School. Ian's difficulty seems to center about his low ability, while Hugh has not as yet selected a vocation. On the whole, it would appear that the vocational choices of the group and the occupations suggested by their interest pattern on the Kuder Preference Record are fairly closely related.

The results of the measurements discussed in this chapter yield some insight into the personality and adjustment of the boys. Before considering their position in the structure of the group, reference will be made to the results of more subjective measurement. Together, these data should assist in the interpretation of the roles assumed by the individual.



## CHAPTER VIII

### FURTHER INSIGHT INTO THE GROUP MEMBERS

In this chapter further attempts will be made to determine the attitudes and behavior of the group members. The material for this chapter comes from more subjective measures than the objective tests discussed in Chapter Seven. These sources include: achievement, teachers' observations, the Guess Who test, leisure time activities and autobiographies written by the students. This information together with the earlier results should prove helpful in understanding the roles of the individuals in the group.

#### Achievement

To indicate the achievement of the members of this group in their academic work, a comparison will be made of their ability as measured by the Otis Mental Ability Test and their marks on five academic subjects studied in grade ten. The summary of these data is given in Table Fourteen.

With an I.Q. of 121, Alan's average of sixty-three seemed to suggest he was not applying himself to his studies. His fear of failure in school as expressed on the Rotter Incomplete Sentences Blank was evidently not strong enough to make him produce results in keeping with his ability.



TABLE XIV

I.Q. AND ACHIEVEMENT IN FIVE GRADE TEN COURSES  
FOR GRADE ELEVEN BOYS, BROOKS HIGH SCHOOL

	I.Q.	Literature	Language	Social Studies	Mathematics	Science	Average
Alan	121	55	60	65	70	65	63
Bob	100	40	40	25	20	-	31
Clifford	100	45*	50*	45	40*	40*	44
Dennis	120	50	45	25	25	35	36
Eric	111	-	50*	-	55*	40	46
Frank	123	25	70	40	65	60	52
George	102	40*	40*	40*	60	55*	47
Hugh	110	45	55	45	70	65	56
Ian	96	40	45	45	25*	35	38

\*Mark when course repeated.

Bob was handicapped in the academic courses by his limited ability and the pressure applied from his parents. His low Responsibility score on the Gordon Personal Profile, suggesting a lack of persistence may also contribute to his under-achievement. His tendencies toward anxiety and nervousness would likely prove detrimental during examinations. With an I.Q. of 100, Bob had an average of thirty-one.

The teachers' observations concerning Clifford and his



own assessment of his disinterest in school seemed to be borne out in his marks. He repeated all grade ten courses except social studies and, although he had an I.Q. of one hundred, his average was only forty-four. These results were also in keeping with Clifford's low score on the Thoughtfulness scale of the Guilford-Zimmerman Temperament Survey.

Dennis was another class member who did not work up to his ability having an I.Q. of 120 and a grade ten average of thirty-six. Because he enjoyed reading he made his best mark in literature, which was fifty, otherwise a lack of interest and applicant produced a pattern of low marks. Continued pressure from home, where he had an adjustment problem, coupled with his independent attitude could have contributed to this situation too.

Eric's results in grade ten were not all available. It was known, however, that he failed language and mathematics and had a low mark in science. He showed some improvement on repeating these courses but with an I.Q. of 111, could have made better grades. Eric appeared to over-estimate his ability to handle his courses, a tendency supported by his high total score on the Gordon Personal Profile.

Frank, who was capable of the best work, was a rather indifferent student. He did little study out-of-school and would not do the required reading for literature, with the result that he failed that course. This year he registered to take Literature Ten by correspondence but disqualified himself by not keeping up with the assignments. His attitude toward school is consistent with the teachers' observations



and the students' evaluation of him as indicated on the Guess Who test. It also would tend to confirm his tendencies toward irresponsibility as suggested by the Gordon Personal Profile.

George repeated all his academic courses from grade ten except mathematics. The results suggested that he did not apply himself since, with an I.Q. of 102, his average was forty-seven. His rather pessimistic outlook seemed to produce in George the attitude that since he had not passed the first time, it was unlikely that he would succeed after repeating the courses. It seemed improbable that George would achieve a matriculation standing.

Hugh was the only boy in the class besides Alan to pass all his grade ten courses. His results were more closely related to his ability than any of the other cases since, with an I.Q. of 110, he made an average of fifty-six in grade ten. His success might be due in part to his persevering, determined attitude suggested by his high score on the Responsibility scale of the Gordon Personal Profile.

Ian was limited in his school work by his low ability and his personal problems, particularly the pressure from his mother. With an I.Q. of 96, his achievement in literature, language and social studies, where he averaged forty-three, appeared reasonable. He will have to make an adjustment in his vocational choice, since it does not appear possible for him to attain matriculation standing.

With the exception of Hugh and possibly Ian and Alan, the members of this class might be classified as under-achievers in their academic work. In the cases of Bob and Ian, personal



problems centering at home might contribute to their low grades. As far as the others were concerned, however, a lack of interest and application seemed to be the reason for this situation.

#### Teachers' Observations

During the period of investigation the teaching staff submitted their comments on the boys of the grade eleven class. While they were not always consistent with the other measurements they yield some insight into the behavior of the group.

Alan, the youngest boy in the group, came to the high school this year from a smaller country school. Because of the cycling of subjects in the previous year, he was taking chiefly grade ten courses. The personality tests suggested that he was quiet and exhibited a tendency toward shyness and submissiveness. The teachers reported that he was bright and pleasing in class and appeared to be well adjusted to the new school. Although he was passing all his tests, there was some doubt that he was achieving as well as he might since his I.Q. was 121 and his average in five grade ten academic courses was only sixty-three.

Bob was felt to be at his limit academically in grade eleven. He was described as a sociable person with a pleasant personality but not thoroughly reliable. The objective measures yielded results that suggested that he was tense, anxious and depressed. They also indicated that he was considerate and got on well with others, traits already noted by the teachers.



Clifford was not academically inclined nor interested in school according to the staff, an observation verified by the Otis Mental Ability Test and his responses on the Rotter Incomplete Sentences Blank. He had an I.Q. of one hundred, and, after repeating four courses, an average in grade ten of forty-four. An active, impulsive individual according to the personality tests, he no doubt found the discipline of the school difficult to bear. Clifford's plan to get a job and leave school was considered by the teachers as evidence of acceptance of his limitations. He was the oldest boy in the class and appeared to get on well with adults. He was felt to be somewhat limited in his social development but appeared on the sociometric tests to be fairly well received by his classmates. His Group-Social-Distance score indicated that he was the most accepted boy in the group.

The staff felt that the chief difficulty in Dennis' life was his unsatisfactory home. This conclusion seemed to be borne out in his responses to the Rotter Incomplete Sentences Blank. He was recognized as above average in ability and had an I.Q. of 120. He neglected his studies to such an extent that he failed most of his courses and this consequently destroyed any interest that he might have had in school. While Dennis appeared to mature somewhat during the past year, the teachers felt that he still had problems in the area of social adjustment. This seemed to be reflected in his high Group-Social-Distance score which indicated that he was not well accepted by his classmates.



Eric was described by the teachers as a friendly, pleasant, socially mature person. The sociometric tests, however, suggested that he was not well accepted by the group. From the personality profiles Eric appeared to be a quiet, thoughtful individual with a critical, somewhat hostile outlook. He was repeating two grade ten courses and although he had an I.Q. of 111, he was not achieving satisfactory results because of a lack of application. His chief interest was flying and since a knowledge of mathematics is required for this he put forth greater effort in this area than in his other courses.

The staff felt that Frank might suffer from a poor home background. Since his parents had separated he lived with his mother, a very domineering woman. Some indication of this was found in Frank's responses on the Rotter. There had been some improvement in his attitude toward school in the past year but still Frank did not assume the responsibilities in student activities that one of his ability should. This trait was suggested on the Gordon Personal Profile where he had a low score on the Responsibility scale. Frank had high ability, with I.Q. of 123, but was underachieving through lack of effort. His average in the grade ten academic courses was only fifty-two. It was suggested that his sensitiveness to the pressures of the group might be a cause of this, although there was no verification for it in the results of the personality tests.

George was considered by the teachers to be both socially and intellectually immature. From the results of the sociometric tests it appeared that his classmates shared this



observation since George did not receive many choices. He is younger than the class average and the results of the Guilford-Zimmerman Temperament Survey seemed to suggest that he was hypersensitive and felt that he did not get on well with others. These traits might produce withdrawal tendencies that would lead to the teachers' observations. George was pleasant and cooperative in class but was not likely to succeed in an academic program. His I.Q. was 102 and his average in the grade ten courses was forty-seven, even after repeating four of them.

From the personality measures used, Hugh appeared to be a quiet, persevering individual. He seemed rather critical of others and might not get on well with them. The teachers described Hugh as a pleasant, socially adjusted, able student. His I.Q. was 110, verifying the latter observation. Although he missed two months of school this year, it was felt that his determination would enable him to pass his courses. The time spent on his studies, however, caused him to lose status in the group. He was an isolate on two of the sociometric tests.

Ian appeared to be a quiet, submissive boy, who was under considerable pressure from home for academic success. This observation was given confirmation through Ian's responses on the Rotter Incomplete Sentences Blank. The teachers felt that Ian had matured this year and to some extent had overcome the adverse influences of his home. He was pleasant and cooperative in school. Although limited in ability with an I.Q. of ninety-six, it was felt that Ian would profit from continued attendance at school, at least in the area of social growth.



Those students considered to be socially adjusted by the teachers were not so rated by the members of the group. From their descriptions of the boys it would appear that the teachers used somewhat different methods in evaluating adjustment. In written reports on the boys all the teachers tended to regard as well adjusted those who had high scores on the Reflective scale of the Thurstone Temperament Schedule. Such individuals are quiet, retiring and conforming in nature. This would suggest that, rather than naming the well adjusted boys, the teachers mentioned those who were not discipline problems in the classroom.

#### The Guess Who Test

In the Guess Who test the class was given brief descriptions of behavior and the members were asked to name those of their classmates whom they felt were most closely described in each instance. A trait was considered to be typical of an individual if he was identified by his school mates five or more times.

Two versions of the Guess Who test were given to the grade eleven class during the year. From these certain behavioral traits of the boys were revealed. Frank was mentioned most frequently and was identified with these characteristics: always wants his own way, always has something to say, likes to talk a lot, likes jokes even on himself, often influences the group in their activities, really seems to enjoy life, wants to be the center of attention all the time, puts studies last. These results appeared quite con-



sistent with the results of the personality tests which described Frank as being active, extroverted, optimistic, cheerful and one who tended to dominate his fellows. The comments of the teachers would tend to verify the last characteristic.

Ian was described as being considerate of others, co-operative and even-tempered. The first trait was not in keeping with the data from the personality tests which suggested that Ian was critical of others. The co-operativeness mentioned might be a reflection of Ian's tendency to be submissive.

Eric was felt to be unco-operative and a complainer. The personality test results tended to bear out these observations since Eric was found to be critical and self-centered.

Of the boys identified with only one trait on the Guess Who, George was named as one who acted younger than he really was. This is in accord with the report of the teachers and might account for George's lack of acceptance by the group. Clifford is rated as one who puts his studies last, a trait reflected in his achievement and confirmed by his responses on the Rotter. Bob was found to be one who liked jokes, even on himself, a characteristic which may be due to his desire to get on well with others, but is difficult to reconcile with his low scores in Emotional Stability as measured by the personality tests.

The other boys were mentioned on various parts of the test but not with sufficient frequency to indicate significant behavior traits. The agreement of these findings with the



results of the personality tests suggested that the boys evaluated their peers fairly accurately, at least as far as the outstanding aspects of behavior were concerned.

#### Extra-Curricular and Leisure Time Activities

The effective use of leisure time might be considered an indication of the adjustment of the individual. During interviews the matter of these activities was discussed. The most preferred activities are shown in Table Fifteen.

TABLE XV

#### PERCENTAGE DISTRIBUTION OF OUT-OF-CLASS ACTIVITIES PREFERRED BY BOYS

Activity	%	Activity	%
Sports	89	Dancing	33
Reading	67	Reserve Army	22
Movies	67	Air Cadets	22
Model Aircraft	33	Music	22
Collections	33	Pool	22

Alan did not name a hobby and the only leisure activity he mentioned was curling. The Rotter revealed also that he enjoyed reading. The lack of many group activities was in keeping with his personality traits of shyness and quietness.

Bob collected coins in his free time, belonged to the reserve army, curled and enjoyed the more individual sports of hunting, fishing and golf. The emphasis on solitary activities was not in accord with his high popularity with the group as revealed



by the sociometric tests. It might indicate his lack of acceptance of this situation, a further suggestion of feelings of insecurity.

Clifford cared for livestock on the farm and read and participated in several sports. This balance between group and individual activities might be indicative of good adjustment. He was a member of the high school student council this year but did little while in office, suggesting that Clifford is somewhat irresponsible, although he made an average score in this trait on the Gordon Personal Profile.

The chief leisure time activities mentioned by Dennis were reading and playing pool. As was noted in the Rotter, Dennis read excessively, finding an escape from his actual difficulties through this. He played football and basketball with the high school as well and through these activities he received some recognition, although according to the Classroom Social Distance Scale, he was not well accepted by the group.

Eric listed aircraft modelling, photography and stamp collecting as his hobbies. He stated that he enjoyed reading, playing football and basketball and curling, but of the sports, he was active only in curling. His choice of individual activities might be indicative of his lack of acceptance in the group, where the members did not care for his critical, self-centered attitude.

Frank built model aircraft in his free time. He also liked to play basketball, curl, dance and play pool. The emphasis on activities with others is consistent with his



personality trait of extroversion and his preference for the company of others as indicated on the Rotter Incomplete Sentences Blank.

George stated that his hobby was the construction of model aircraft. He was active in most of the athletic teams in the school. Through this activity he gained some measure of recognition, but his lack of the social interests common in the group seemed to prevent his selection on the socio-metric tests.

Hugh named woodwork, leatherwork and music as his main leisure time activities, choices consistent with his inactive, quiet nature and no doubt influenced by his health problem. The fact that he did not share interests with the group members, together with his absence from school, might account for his isolation on two of the sociometric tests.

Ian collected rocks and fossils in the Badlands in his free time. He was a member of the junior band, reserve army and the curling club. In view of his popularity with the boys it seemed strange that Ian did not express greater interest in group activities. This difference might be an indication of the insecurity he felt as noted by his high scores on the S.R.A. Youth Inventory.

All the boys named at least one hobby except Alan and Dennis. Athletics were by far the most preferred leisure time activity, being mentioned by all the boys except Hugh. Alan, Bob, Eric, Hugh and Ian, who tended to be high on the Thoughtfulness scale of the Guilford-Zimmerman Temperament Survey and the Reflective scale of the Thurstone Temperament



Schedule, appeared to choose activities of a solitary nature. The more active boys, Clifford and Frank, had strenuous activities in their choices as an outlet for their energy. In general the less accepted boys had more interests that could be satisfied on their own and appeared to be more active in them. Frank, the most gregarious of the boys, expressed an interest in group activities. Most of the behavior of the members of the group appeared to be in keeping with existing information.

#### Analysis of Autobiographies

During the period of study the members of the class were asked to write autobiographies in the hope that some of their attitudes about themselves and their associates might be revealed. The titles given were: "A Freshie View--My First Impressions of High School" and "What a Difference a Year Makes", in which the student was asked to express how he felt he had changed during the past year.

In his first autobiography Bob expressed an early dislike for high school because of the different approach made by the teachers. This would appear consistent with his personality ratings. One who is insecure and nervous would likely be resistant to change. He did not like the initiation program since the outlandish costumes for the freshmen brought him into the centre of attention. As he is rather serious in temperament his comments on the rowdy behavior of some of his associates and the lack of discipline in the school are not unexpected. During his writing he described the kindness



of the students in welcoming a new member to the class. Since he himself was not a new student, the mention of this situation may be interpreted as an expression of his need for acceptance. A comment revealing an awakening social interest and some desire to overcome his shortcomings was "There could possibly be more school parties to help the students get out and dance so they won't be shy."

In his second autobiography, Bob showed a more mature approach to his school career with a re-assessment of his future aims and the expressed intent of doing better schoolwork. He also stated that he enjoys the company of adults very much. This may suggest a feeling of insecurity when in his peer group. He commented finally on the value of friendships. It seems to be a reasonable state of mind for Bob since he must appreciate the sense of belonging that his friends give him. Generally the attitudes expressed in his autobiographies appear to be consistent with the information obtained about him in the measures discussed earlier.

Clifford was not enthusiastic about the autobiographies. His contribution in the first instance was very brief and revealed little information of value except that he was extremely dissatisfied with school. This is in agreement with the teachers' observations and his responses on the Rotter Incomplete Sentences Blank. Clifford would not submit a second autobiography.

In his writing, Dennis showed disinterest in school by commenting, "As a whole, things went along just as they had every other year." He revealed an intense dislike for



authority which, it is thought, had its origin in his home life. He enjoyed the school parties, athletic activities and dramatics, but these were the only aspects of school that were satisfying. Dennis was critical of a certain group of his classmates whom he classified as "...those who like to be big wheels, but aren't," suggesting that he is aware of his lack of acceptance socially. This problem was not revealed on the Youth Inventory, possibly because he did not want to admit its existence. Dennis also did not submit a second autobiography.

In his writing, Eric maintained an impersonal tone for the most part. He was rather critical of the group in some instances, which is in agreement with the results of the Guilford-Zimmerman Temperament Survey. An indication of some feelings of insecurity was revealed in his statement that at school "...there were always some older ones pushing the younger ones around." He concludes his first autobiography by stating that he "...was able to get along with everyone and everything went just swell." This would seem to be typical of his method of evaluation and rather inconsistent with his earlier remarks. In his second autobiography he expressed the realization that he had not done a satisfactory job in his first year in high school and his intention of doing better this year. His absorption with the cadet movement as an out-of-school activity is stressed to the exclusion of almost all other information. He did not reveal anything significant concerning his personal life.



The spirit in which Frank wrote his autobiography revealed much about his nature. It was in a breezy, confident, entertaining style, traits that fit Frank as noted in the personality tests. He painted a very bright picture of his first year in high school. He particularly enjoyed the initiation ceremonies where he could be the center of the attention of the whole school. During the year he found his associates pleasant and easy to get along with. His second autobiography revealed a more mature approach to the school, an attitude noted by the entire staff. He was aware of his acceptance by his peers and seemed to appreciate it. He felt that his interests had broadened and that he was beginning to fit into adult society. On the whole Frank's outlook and attitudes seemed to reflect those determined by the personality and adjustment measurements.

George felt that he did not fit into the high school group at all. His close friends were all in lower grades and the social activities of his classmates were of no interest to him. This would seem to be in agreement with the teachers' feelings that George was socially immature and likely was the reason for his lack of acceptance as indicated on the sociometric tests. The initiation affected him much as it did Bob. It made him stand out, and that was particularly distasteful to him. He assessed the teachers chiefly from the point of view of their giving him feelings of confidence. This seemed to be further suggestion that George was insecure in his school life. His autobiography had a tone of despair throughout.



Ian wrote of general school conditions in his first autobiography, but did reveal that he felt that he was not accepted by the students in his former school. During the year he moved to Brooks where he found conditions to be more pleasant. Previously he had been a vanned student and now, as a resident of the town he might feel a greater sense of belonging. The second autobiography also failed to produce much personal data. He mentioned mainly his interest in art and outdoor activities in which he spent much of his leisure time. These interests were in agreement with his scores on the Kuder Preference Record. Perhaps the fact that his activities in the group were not mentioned was indicative of his concern with problems in this area. He might be aware of these but be repressing them.

There were no autobiographies for Hugh and Alan. Generally this manner of investigation did not meet with favorable response from the boys. The exact cause of this is difficult to determine. Where co-operation was secured the results tended to substantiate the findings of the other measuring devices used in the study.

The material in this chapter seemed to bear out the findings of the more objective measures of personality and adjustment. The conclusions made by the teaching staff contribute a noteworthy exception. In written descriptions of the boys all the teachers tended to judge the quiet, conforming student as well adjusted, which is not in agreement with either the test results, the individual's concept of himself or the judgements of the other students. Although



the boys did not respond on the autobiographies as well as they did on most of the other tests, it still proved a valuable source of information on the attitudes of the individual and his reaction to the group.



## CHAPTER IX

### THE ROLE OF THE INDIVIDUAL IN THE PEER GROUP

From the discussion of the previous chapters it would seem that the members of the group are not all equal in status. Each has one or more roles to play in his interaction with his associates. In this chapter the following roles will be investigated: best friends, popular persons, leaders, followers and isolates. Using the data available on the group members, an effort will be made to determine the traits of behavior and personality associated with these roles.

#### Best Friends

In paragraphs written by the group members on the topic, "Why I like my best friend," certain traits desired in friends were revealed. A comparison between these and the actual traits found in the best friends of the members should indicate to some extent the ability of the individual to assess his associates. A summary of these findings is given in Table Sixteen.

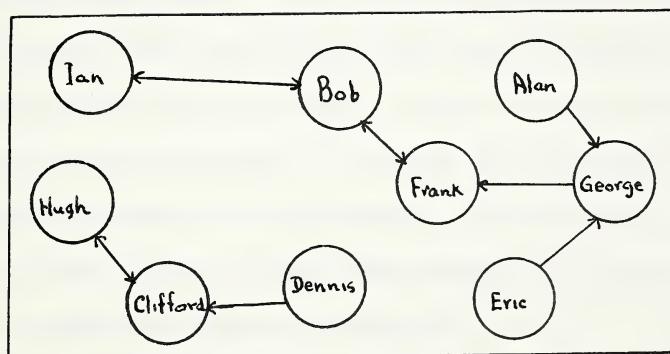


TABLE XVI

PERCENTAGE OF GROUP INDICATING  
REASON FOR CHOICE OF BEST FRIEND

Reason	%	Reason	%
Similar interests	57.	Clever	29
Gets on well with others	57	Trustworthy	29
Sense of humor	43	Generous	29
Honesty	43	Likes sports	29
Kindhearted	29	Understanding	29
Pleasant	29	Nice appearance	29

During the months of October, 1956 and March, 1957, interviews were held with the students at which they were asked to name their best friend. The choices made by the boys in October are shown in Figure Seven.

Figure 7.--Boys' Best Friends, Grade Eleven,  
Brooks High School, October, 1956.

Mutual choice was considered the criterion in determining that a pair of boys were good friends. In this instance there were three pairs, Ian and Bob, Frank and Bob and Hugh and



Clifford. All the boys had one person in the group whom they considered to be their best friend. Bob was the only one to name two friends.

Figure Eight has the results of the March interview.

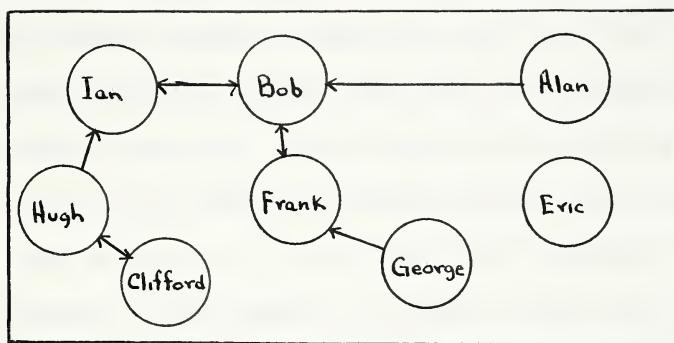


Figure 8.--Boys' Best Friends, Grade Eleven,  
Books High School, March, 1957.

The three original pairs of friends remained and no new ones have been established. There is some realignment of choice on the part of the other boys. Eric would not name anyone in the group as his best friend. Since the pairs of mutual choices remained constant, it was felt that this indicated a stable friendship in each instance. Some insight into the factors that influence these relationships may be revealed from a study of each pair of friends.

Bob and Ian. Ian is six months older than Bob. According to the Sims scales they come from the same social class level, but the socio-economic status of Ian's home is lower than Bob's. The boys have similar percentiles on the Guilford-Zimmerman Temperament Survey, except in the case of General Activity, where Ian is higher, indicating greater energy and



drive, and in the area Personal Relations, where Ian is very much lower than Bob. The latter score suggests that Ian feels that he does not get along well with others while Bob is more at ease with people. Bob's interests tended to be more masculine in character than Ian's. The results of the Gordon Personal Profile showed a similar pattern for each boy. The Thurstone Temperament Schedule suggests that Ian is more thoughtful and more dominant than Bob. On all three tests both boys had low scores on the Emotional Stability scale, with Bob being the lower of the two. On the S.R.A. Youth Inventory the pair checked a large number of problems in each area and both had high Basic Difficulty scores suggesting possible serious personality problems. In their leisure time Bob and Ian are inclined to favor solitary activities, but both also belong to the reserve army unit. At school they are having difficulty in the academic program and feel dissatisfied with their progress. Both Bob and Ian have feelings of inadequacy in social situations.

These boys appear to have fairly similar personality traits and adjustment problems. They share common interests and come from the same social class level. They are of like ability and achievement. On the whole the basis for friendship in this instance appears to be the similarity of the two individuals.

Bob and Frank. Bob and Frank come from the same social class level and their homes have the same socio-economic status as far as the Sims scales could determine. Bob is four months younger than Frank. The Guilford-Zimmerman Temperament Survey



suggests that these boys exhibit opposite traits. In areas where Bob made a high score Frank was low and conversely when Frank was high, Bob had a low score. The test revealed also a common interest in masculine activities and a resistance to domination. The Gordon Personal Profile suggested that the boys tended to be somewhat irresponsible. The Thurstone Temperament Schedule seemed to bear out the Guilford-Zimmerman pattern of opposite traits. Frank indicated problems in the areas About Myself and Health on the S.R.A. Youth Inventory while Bob had problems in all areas. This would suggest that Frank is better adjusted than Bob. Frank is superior to Bob in mental ability and is making better progress in school. Through the Rotter Incomplete Sentences Blank, Frank revealed that he feels that he is well accepted by the group while Bob indicated feelings of insecurity. Bob tends to favor the solitary type of out-of-school activity and Frank likes those involving the group. Frank is active in a variety of sports but except for curling, Bob is a spectator.

The comparison of these two friends, Bob and Frank, suggests that there are few similarities in temperament and interest between them. Although the sociometric tests revealed that Bob is popular with his classmates, he does not seem to accept this situation and may compensate for his feelings of insecurity through Frank's activities and achievements. Frank, an extrovert, is assured of the audience he needs and may also bask in the admiration of his friend. This friendship may be termed a hero-and-worshipper relationship.



Hugh and Clifford. Clifford is nearly two years older than Hugh. They come from the same social class level according to the Sims S.C.I. Occupational Rating Scale and they both live on farms near Brooks. Clifford and Hugh come to school in the same van. Intelligence tests show that Hugh is superior in ability and at school he is doing adequate work while Clifford is not meeting with success. Hugh plans on a university education but Clifford intends to leave school this spring. Clifford seems much more active and impulsive than Hugh, he gets on better with his associates and tends to resist domination to a greater extent. Hugh appears quieter and more persistent than Clifford. Hugh's leisure activities seem to be of a more solitary nature than Clifford's.

The basis of this friendship may be their membership in the minority group of vanned students. The rural students tend to have difficulty in establishing social relations with the rest of the group and Hugh and Clifford may choose one another as a defense against possible rejection by the group.

From this discussion it seems that the basis for friendship in the first instance is a similarity of personality traits and interests. Compensation and admiration may be the cause in the second case, and in the third, membership in a minority group appears to be important. In the latter two instances there seem to be few common personality traits between the friends. This suggests that while personality may be important in some cases, other factors, such as those mentioned above, may assume greater significance in the formation of adolescent friendships.



### Popular Persons

The sociometric tests given during the study revealed that based on the total choices received, the most popular boys were Ian, Bob and Frank. The results of the personality and adjustment tests might lead one to expect that Frank would rank high in the eyes of his fellows. He is extroverted, full of energy, optimistic, cheerful, enjoys being with people and feels accepted by them. The high ranking of Bob and Ian is more difficult to explain. Although Bob felt that he gets on well with others, he did not feel secure in the group. The Guilford-Zimmerman Temperament Survey suggested that Ian felt that he did not get on well with others. Bob had low scores on the Emotional Stability scale of the three personality tests used, suggesting tendencies toward depression, nervousness and anxiety. Ian had low average scores in this area suggesting similar traits but to a lesser degree. Both boys were high or high average on the Activity scales on these tests. They had a pattern of high percentiles on the S.R.A. Youth Inventory suggesting difficulties in adjustment. Ian and Bob both tend to follow solitary interests rather than group activities in their leisure time.

It would seem that the group used a different method for evaluating Bob and Ian to that used for Frank. It may be that Frank, who feels secure, is more particular in his choice of companions. The other boys in the group may feel that Bob and Ian, who are both close to Frank, are more likely to reciprocate their choices and that once they are accepted by one of these boys they will be in a better position to



establish relations with Frank, the dominant personality in the group.

On the Classroom Social Distance Scale, Clifford appears to be the most accepted member of the group. His high status may be due to the fact that he had recently decided to leave school and get a job. This decision would likely enhance him in the eyes of those group members dissatisfied with school, but unable to stop. Because he is the oldest of the group, he may appear to them to be more mature in his outlook and hence a more desirable person. He did not indicate many interests shared with the group except athletics and there his achievements were not sufficiently high to merit his selection on that basis alone. Clifford did have high scores on the Activity scales of the personality tests suggesting that he is an active, energetic individual.

From the personality tests the only trait common to the popular people was their high score on the Activity scale suggesting that they are active, enthusiastic and energetic. Frank appeared to have been chosen on the strength of his positive personality traits. Bob and Ian might be popular through their close association with Frank. Clifford seemed to be highly rated by his fellows through their identification with him in his decision to leave school. Intelligence does not seem to be significant in determining popularity since Frank is above average with an I.Q. of 123, Bob and Clifford have I.Q.'s of one hundred and Ian is below average with an I.Q. of ninety-six. All the popular boys were repeating grade ten courses, and, with the possible exception of Ian, were generally underachieving, which might suggest that to be popular



a boy cannot differ greatly from average in achievement.

### Leaders

Although the group members felt that leadership varied somewhat according to the activity undertaken, they indicated that Frank was the leader most of the time. According to the personality and adjustment measurements, Frank is active, care-free, optimistic and cheerful. He likes to be with people, tends to dominate his associates and may lack tact in dealing with them. Frank has the highest mental ability of the boys, with an I.Q. of 123. The S.R.A. Youth Inventory suggested that Frank is concerned with problems about himself but otherwise showed satisfactory adjustment. According to the socio-metric tests, Frank is popular with his classmates. He feels at ease with others and accepted by the group. These characteristics generally agreed with earlier studies on leaders by Meyers<sup>64</sup> and Reynolds.<sup>65</sup>

Clifford is felt to show some leadership in athletics, a field in which he is interested and competent. He was elected Sports Convenor for the school's Students Union. Bob and Ian were mentioned as leaders at times but in unspecified areas. Both boys have access to automobiles occasionally and it might be that at those times they have greater influence on the group's activities.

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<sup>64</sup>R. Meyers, "The Development and Implications of a Conception of Leadership for Leadership Training," quoted in P. J. Bratton and Associates, "Status and Student Leadership," Educational Leadership, 13, January, 1956, pp. 209-214.

<sup>65</sup>F. J. Reynolds, "Factors of Leadership Among Seniors of Central High School, Tulsa, Oklahoma," Journal of Educational Research, 37, January, 1944, pp. 356-61.



In order to determine the behavior that the group members associated with leadership, the boys were asked to complete a check-list of leadership traits.<sup>66</sup> The results of these are shown in Table Seventeen.

TABLE XVII  
PERCENTAGE DISTRIBUTION OF TRAITS OF LEADERSHIP  
RECOGNIZED BY BOYS

Trait	%	Trait	%
Cheerful	100	Co-operative	85
Good Sport	100	Talkative	77
Easy-going	100	Wide Interests	77
Sociable	100	Original	69
Active	92	Dependable	69
Good NATURED	92	Kindly	69

It would appear that Frank's traits as revealed by the tests used in this study, and those valued by the group members in their leaders, are in fairly close agreement. This would suggest that the individuals in the group make a reasonably accurate assessment of their leaders. The fact that the traits of Bob, Ian and Clifford tended to differ somewhat from those preferred by the group might be the reason that their leadership was only temporary.

#### Followers

The followers in the group tend to be less active, less stable emotionally, more restrained, submissive and thoughtful

<sup>66</sup> S. A. Hamrin and C. E. Erickson, Guidance in the Secondary School, New York, D. Appleton-Century Co., Inc., 1939, p. 136.



than the leaders, as far as the personality tests could determine. Some of the members of the class had difficulty in finding a position in the group. Eric had few choices on the sociometric tests and a high Group-Social-Distance score indicating a lack of acceptance. The cause of his difficulty appeared to be his highly critical attitude toward the group and its activities. Eric was aware of his position and made some effort to overcome his difficulties in an attempt to achieve a more satisfactory relationship with his classmates.

George also had trouble in establishing himself with the group. He was younger and seemed somewhat immature socially when compared with his classmates. The only common ground between George and the group was in the field of athletics and through this activity, he gained some recognition from his peers. As was noted, Bob, Clifford and Ian were active followers who could assume leadership in some instances.

It would seem that to be accepted as a group member an individual must be able to enjoy participation in its activities and join in these without undue criticism. The Classroom Social Distance Scale revealed also that those boys who felt insecure in the group tended to value it more, having lower than average Self-Social-Distance scores.

#### Isolates

On the sociometric tests there were four instances where individuals received no choices. Such persons are termed isolates. Eric received no choices on the sociometric test asking, "Whom would you like to have home with you to spend the Christmas holidays?" Since Eric was highly critical of the



group's activities it may have been felt that he would be critical of their homes also and so the members did not choose him. In addition, Eric felt that his home life was superior to that of the others and, perhaps rather than risk his unfavorable comparisons, he was not selected.

On the test asking for seatmates, Hugh and Alan were not chosen on the second and third tests respectively. At the time of the second test, Hugh was in the hospital and had been away from school for almost two months. He was expected back for the next term and so was included in the test. Since he had ranked fairly high on the first test, his isolation on the second seems to be due to the fact that he was not able to take part in the activities of the group. Alan's case illustrates the same situation. By the time the third test was given he had established friendships and closer associations with the grade ten boys. Since he was not taking an active part in the affairs of his classmates, he was not chosen as a seatmate by any of them. Significantly perhaps, these boys were also the youngest members of the group.

On the March sociometric test asking the question, "With whom would you like to attend the movies?" Hugh again received no choices. He was still utilizing his free time for study since he had missed so much school earlier and consequently he was not interested in attending the movies with the group. In addition, he found it difficult to get into town from the farm in the evenings. Toward the end of the study, though, Hugh had his courses in hand and was re-establishing contact with



the group. Boys evidently desire their companions to be readily available for social activities.

These results would seem to indicate that the members of the group are aware of differences in social status in the community and are somewhat sensitive about their own position. In addition, and more important from the point of view of group structure, it appears that for acceptance there must be active and continued participation in the affairs of the group by the individual.

The investigation of the roles of the individuals in the group reveals that all members are not equal in status. This group has one leader, Frank, with Clifford, Ian and Bob assuming the lead on occasion. These four were the most popular members of the group. Among the rest of the group, who may be classified generally as followers, there is some ranking also. To be totally accepted it was necessary to be interested in the group's activities and to participate in them. Those who were not willing to do this were isolated by their fellows. Age seemed to be a factor in establishing a role in the group since its youngest members, Hugh and Alan, were isolates in two sociometric measures and George had some difficulty in gaining acceptance.

This chapter points out that members of the group assume various roles in its activities. The nature of these roles and their place in the group structure should be helpful in the understanding of the behavior of the individual.



## CHAPTER X

### A SUMMARY OF PERSONAL DATA ON GROUP MEMBERS

In this chapter an attempt will be made to synthesize the material of the earlier chapters into a more complete description of each member of the group. This should prove helpful in the understanding of the roles played by an individual in his activities with his classmates and yield some insight into the factors that influence his behavior. The personal data obtained for each boy is given in Table Eighteen.

Alan. Alan was the youngest member of the group, with an age of fifteen years six months. He lived in town with his mother and a younger brother and sister. Alan's father is dead. Their home was slightly below the group average in socio-economic status and in social class level according to the Sims Score Card for Socio-Economic Status and the Sims S.C.I. Occupational Rating Scale. Alan was above average in mental ability with an I.Q. of 121 and made adequate, but not outstanding, grades in all school subjects, having a grade ten average of sixty-three. On the March sociometric test asking for seatmates, Alan was an isolate. On the other tests he received few choices, suggesting that he was not accepted by the group. The Classroom Social Distance Scale administered in January indicated that he was reasonably well received.



TABLE XVIII  
SUMMARY OF PERSONAL DATA, GRADE ELEVEN BOYS, BROOKS HIGH SCHOOL

	Age	Otis I.Q.	Expressed Gr. X Vocation- al Choice Areas	High Kuder Interest Areas	Personality Traits <sup>b</sup>	Problem <sup>c</sup>	Socio- metric Roles	Sims' Socio- Economic Status
Alan	15-6	121	63	Teacher Mechanical Clerical	Desire to please, gets on well with others, shy, quiet, sub- missive, insecure, persevering	Social	Follower	Medium
Bob	16-4	100	31 <sup>d</sup>	RCMP Outdoor Artistic	Depressed, anxious, nervous, gets on well with others, somewhat irresponsible	home, self social school future	Popular person, Active follower	High
Clifford	17-10	100	44	Farmer Computa- tional Persuasive	Active, care-free, impulsive, does not like reflective thinking	School	Active follower	Medium- High
Dennis	17-2	120	36	RCAF	-	Home, school social	Follower	Medium
Eric	16-8	111	46 <sup>e</sup>	RCAF Mechanical Persuasive	Persevering, quiet, thoughtful, likes company of others, self- centered, hostile and critical attitude	Social school	Follower Isolate	Highest

<sup>a</sup>Grade ten average achievement

<sup>b</sup>Based on Guilford-Zimmerman, Gordon and Thurstone, and Rotter Scales  
revealed by SRA and Rotter Scales and autobiographies

<sup>d</sup>Bob did not take Science Ten

<sup>e</sup>Eric's marks in Social Studies and Literature Ten were not available



TABLE XVIII (CONTINUED)

	Age	Otis I.Q.	Gr. X Vocational Areas	Expressed Interest Areas	High Kuder Interest Areas	Personality Traits	Problems	Socio-metric Roles	Sims' Socio-Economic Status
Frank	16-8	123	52	Engineer	Mechanical Computational	Impulsive, desire to dominate, cheerful, optimistic, somewhat irresponsible, extroverted	Home, school, self	Leader, popular person	High
George	16-3	102	47	Engineer	Mechanical Computational	Hypersensitive, impulsive, pessimistic, critical of self	self, school, future, social	Follower	High
Hugh	16-1	110	56	Undecided	Mechanical Computational Musical	Inactive, quiet, likes reflective thinking, critical of others, persevering	Social, future	Follower Isolate	-
Ian	16-10	96	38	Geologist	Artistic	Active, enjoys planning activities, submissive, critical of others	Home, self, social, future	Popular person, Active follower	Medium-low



at that time, but he rated the group more favorably than its members rated him, possibly due to feelings of insecurity. At best, his role in the group would be that of a follower. From his scores on the Guilford-Zimmerman Temperament Survey, Alan appeared to have a desire to please others and seemed to get on well with them. He was quiet and exhibited a tendency toward shyness and submissiveness. The Gordon Personal Profile suggested that Alan was very critical of himself. He seemed to be determined and persevering in his undertakings according to the Thurstone Temperament Schedule. On the S.R.A. Youth Inventory Alan did not indicate difficulties in any areas. Since this test was given early in the term when he was new to the school, the results of the Inventory may not be meaningful. The Rotter Incomplete Sentences Blank revealed that Alan did not appear secure in social situations with his classmates and that he felt somewhat inferior to them. He indicated some difficulty in accepting himself at that time. Alan was considered by the teachers, however, to be fairly well adjusted to his new school. His favorite recreation was reading, in keeping with his retiring nature. Much of his insecurity might be due to his short time in Brooks High School. Also, since he is younger than his classmates, he might find greater acceptance and security with the grade ten group.

Bob. Bob was sixteen years four months old which was nearly average for the group. He was the youngest of two boys in his family. From the Sims' scales it was determined that his family was in the average social class level for the group and that his home was above average in socio-economic status.



Bob had average ability with an I.Q. of one hundred. Due to a late start in grade ten through fall work, Bob had difficulty with his courses and failed several, his average being thirty-one. This year he was repeating them and had shown some improvement. The sociometric tests revealed that Bob was one of the most popular boys in the class. He, with Frank and Ian, formed the nucleus of the boys' group. On the Classroom Social Distance Scale he showed slightly greater acceptance of the group than was shown to him, suggesting feelings of insecurity. Since he assumed leadership on some occasions, Bob's roles would be that of an active follower and popular person. From his responses on the Guilford-Zimmerman, Bob appeared to get on well with others and seems tactful and considerate in his dealings with people, traits noted by the teaching staff. All measures of personality suggested that he was tense, anxious, and depressed and in addition, the Gordon Personal Profile indicated that he seemed somewhat irresponsible. The latter ideas received some confirmation from the S.R.A. Youth Inventory in which he indicated problems in all areas measured. Bob's interests on the Kuder Preference Record appeared in line with his ability and vocational choice of the R.C.M.P., but his personality traits might hinder him. His autobiography and his responses on the Rotter Incomplete Sentences Blank suggested that he might not be as definite in his choice of an occupation as he indicated earlier. These sources also revealed that Bob had feelings of inadequacy in social situations and his preference for solitary leisure time activities would seem to verify this.



Clifford. Clifford repeated grade ten and with an age of seventeen years, ten months, was the oldest boy in the group. He was an only child and lived with his parents on a farm near Brooks. He came to school in the school van. Clifford's home was of average social class and socio-economic status for this group, according to the Sims' scales. Although Clifford had an I.Q. of one hundred, suggesting average ability, he was not making passing grades at school, chiefly due to lack of effort. On repeating his failed courses his average was only forty-four. According to the sociometric tests, Clifford gained in popularity as the term progressed. He did not approach the popularity of Bob, Frank and Ian, although the Classroom Social Distance Scale indicated that he was the most accepted member of the group. He tended to rate his associates somewhat higher on the scale than the rating he received. As he was the leader in some of the athletic activities of the group, he had the role of an active follower. He appeared to be an active, care-free, impulsive individual who did not like reflective thinking, as far as the personality tests could determine. Clifford had no high scores on the S.R.A. Youth Inventory indicating either good adjustment or a reluctance on his part to reveal problems. His leisure time was divided between individual and group activities. Clifford's Kuder scores suggested interests other than those common to his vocational choice of farming. Through both his autobiography and his responses on the Rotter he indicated that he was extremely dissatisfied with the school situation, a fact recognized by the teachers in their observations and the class on the Guess



Who test. Clifford planned to leave school this spring and secure a job until he is needed on the farm.

Dennis. Dennis at seventeen years, two months, was older than the average of the group. He lived in town with his parents and a younger sister. Measured on the Sims Score Card for Socio-Economic Status, their home was of lower status than the group mean. Dennis was above average in mental ability having an I.Q. of 120. He did not care for school and consequently failed most of his grade ten courses, his average being thirty-six. He began this term determined to do better and met with some success. After the first two months his interest waned and he left school to join the air force. He did not appear interested in revealing his problems on the S.R.A. Youth Inventory. From his autobiography it seemed that Dennis felt a lack of acceptance from his classmates, a situation verified to some extent by his high Group-Social-Distance score on the Classroom Social Distance Scale. On the Rotter Incomplete Sentences Blank, his responses suggested that the home and school were areas of conflict in his life. The observations of the teaching staff were in agreement with this. He appeared to have a confident, optimistic view of the future, however, and tended to over-rate his ability to cope with any situation. Dennis affected an attitude of independence which seemed to mask feelings of insecurity.

Eric. Eric was sixteen years, eight months old which was average for this group. He lived in Brooks with his parents and three younger sisters and a younger brother. He had, in addition, an older brother and sister not living at home. His

and the following year, the first of the new buildings was completed.

After the completion of the new buildings, the school was renamed the "Bogor High School".

The Bogor High School was established in 1923, and the first class graduated in 1927.

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family was of higher socio-economic status and social class level than the average for the group as determined by the Sims' scales. Eric had an I.Q. of 111, but did not work up to this ability at school where he was repeating two grade ten courses. On the sociometric tests, Eric had varying choice patterns as he tried to gain acceptance in the group. He received few choices, being isolated on one test, and his high Group-Social-Distance score would indicate that he was not well received by the boys. Eric also had a high Self-Social-Distance score suggesting that he was critical of the group members, a fact that might account for the group's reaction to him. Eric's role in the group appeared to be mainly that of a follower. Personality tests revealed that Eric was a quiet thoughtful individual who liked the company of others. His critical, somewhat hostile attitude had caused him difficulty in gaining group acceptance. Eric might compensate for this through his activity in several hobbies of a solitary nature. The Gordon Personal Profile suggested that Eric tended to rate himself more highly on tests than conditions warrant. On the Youth Inventory, Eric did not reveal any particular problem areas. His expressed vocational choice of the R.C.A.F. appeared to be in line with his ability and interests as indicated on the Kuder Preference Record. On the Rotter, Eric's responses suggested that he was finding some difficulty in establishing a place in the group, as the personality tests had forecast. He was aware apparently of the causes of his trouble and was attempting to overcome this. The teachers felt that he was socially mature, a view that was evidently not shared by his classmates.



With more experience in group living it seemed likely that he would gain some measure of acceptance.

Frank. Frank was sixteen years, eight months of age, nearly average for this group. He was the youngest of four children, having an older brother and two older sisters. His parents have separated and Frank lived alone with his mother in Brooks. The home was of the average social class level for this group and above average in socio-economic status as measured on the Sims tests. Frank had an I.Q. of 123, indicating ability well above average. He had not applied himself to his schoolwork adequately and failed one course last year. His grade ten average was only fifty-two. This year he had shown considerable improvement, but did not achieve honors standing. Frank increased in popularity as the term progressed. With Bob and Ian, Frank formed the central core of the group and was widely accepted as its leader. He received a high Group-Social-Distance score due to an unfavorable rating from Ian, but in spite of this he appeared to be well accepted by the boys. Frank's roles were that of a popular person and a leader. Frank was active, impulsive, extroverted and full of energy. He had a cheerful, optimistic outlook on life, according to the Guilford-Zimmerman Temperament Survey. Frank's personality tests also suggested that he had a tendency to dominate people and might be lacking in tact. The results of the Gordon Personal Profile suggested that Frank tended to be somewhat irresponsible, a trait recognized by the staff and one that likely contributed to his low achievement. His main leisure time interests center about group activities which



accords with his tendency toward extroversion. Frank checked many problems on the S.R.A. Youth Inventory suggesting possible dissatisfaction with his present state and a desire for guidance. Frank's vocational interests and his ability agreed with his choice of engineering as a vocation. His autobiography and responses on the Rotter Incomplete Sentences Blank were in general agreement with the results of the other measurements.

George. With an age of sixteen years, three months, George was one of the youngest members of the group. He was the oldest of three children, all of whom lived with their parents in Brooks. On the Sims scales the family was below the group average in social class level but was above the mean in socio-economic status. While George was of average ability, with an I.Q. of 102, he was having difficulty in school and was repeating three grade ten courses. The sociometric test results appeared to indicate that George was not well accepted by the group. The Classroom Social Distance Scale, on the other hand, suggested that George was given better than average acceptance by his classmates. The other data concerning George seemed to substantiate the former measurement. His role in the group was that of a follower. The Guilford-Zimmerman Temperament Survey suggested that George was hypersensitive, impulsive and that he did not get on well with others nor feel at ease with them. George appeared rather critical of himself according to the Gordon Personal Profile. On the Youth Inventory, George did not indicate any particular problem areas. He had not yet adjusted his vocational choice to his



ability level since he chose engineering and it appeared unlikely that he would meet the requirements for university training. In his autobiography, George indicated that he felt that he did not fit into the social groups of his classmates. He was rated by both the teachers and the group as being immature, which may account for his lack of acceptance. He seemed to gain greater acceptance with the grade ten boys. Both the autobiography and his responses on the Rotter suggested that George experienced feelings of insecurity. He attempted to gain recognition and a sense of belonging through membership on athletic teams, his chief leisure activity.

Hugh. Hugh was younger than the average for this group, being sixteen years, one month old. He had one younger sister and they lived with their parents on a farm near Brooks. The home was at the average social class level as measured by the Sims S.C.I. Occupational Rating Scale. Hugh came to school by van daily. He had high average mental ability with an I.Q. of 110. Hugh had done satisfactory work through school, his grade ten average being fifty-six, and of late had shown an increasing interest in his studies. While Hugh was apparently well accepted in the early part of the term, his absence from school for the months of November and December due to hospitalization seemed to lower his status, according to the sociometric tests. Hugh was an isolate on two of these tests and was chosen only once on each of two others. He had an above average Group-Social-Distance score which is in accord with the findings of the sociometric tests. In the group, Hugh was a follower in some activities and was an



isolate in others. He was considered by the teachers, however, to be well adjusted socially. According to the Guilford-Zimmerman Temperament Survey Hugh appeared to be a quiet individual who seemed to prefer planning and reflection to participation in activities. The results of the Gordon Personal Profile suggested that Hugh had a determined, persevering attitude. He tended to be rather critical of others and may not get on well with them. His lack of participation was likely due to his being under a doctor's care for a weak heart. Hugh tended to over-emphasize this condition rather than accept its limiting effects. He had not been able to select a vocation and this problem is reflected in his score on the Youth Inventory. Hugh's responses on the Rotter revealed little of a personal nature. His choice of solitary leisure time activities might suggest that he did not feel accepted by the group, or might indicate neurotic tendency due to his heart condition.

Ian. Ian was older than the average for this group, having an age of sixteen years, ten months. He and his mother lived in Brooks. Ian's father was dead and his younger brother was in a provincial boys' home. The home was rated at the group average social class level but is of lower socio-economic status according to the Sims tests. Ian's I.Q. of ninety-six would suggest low average ability. At school he worked hard but had trouble achieving passing grades in the academic courses. He was repeating grade ten mathematics this year. His average in his grade ten courses was thirty-eight. The sociometric test results indicated that Ian was the most popular boy in the class. His Group-Social-Distance score on the Classroom Social Distance Scale tended to confirm



his acceptance by the group. His role appeared to be that of an active follower since he assumed the lead on some occasions. From the personality tests Ian seemed to be a quiet boy who liked to plan activities rather than carry them out. His low Ascendance scores might indicate a submissive nature. The Gordon Personal Profile scores suggested that Ian tended to be rather critical of himself. From his responses on the Rotter it would seem that Ian was under considerable pressure from his mother for success in school and that he could not live up to her expectations. This situation was also mentioned in the teachers' reports on Ian. The problem appeared to be a basic one in Ian's life. On the S.R.A. Youth Inventory, Ian had a pattern of high average and high scores in all areas, suggesting feelings of insecurity. His leisure time activities were of a solitary nature, in keeping with his personality traits. Ian's occupational choice was not in accord with either his ability or his interests as revealed by the Kuder Preference Record. Ian would likely need some assistance in making a satisfactory adjustment in this area.

This summary of the sociometric and personal data of the boys consolidates the findings of the previous chapters. From this it may be possible to gain some insight into the factors that influence the behavior of the group members.



## CHAPTER XI

### THE FACTORS INFLUENCING THE BEHAVIOR OF ADOLESCENTS

From a review of the data on the structure of the peer group and the personal traits and roles of its members, some inferences may be made concerning the factors that influence the behavior of adolescents. These pressures may be divided into two categories, factors within the peer group and those outside.

#### Factors Within the Group

An examination of the sociometric test results suggests that the individuals are motivated by the desire to gain acceptance in the group. This appears to be indicated through the pattern of choices of the members, who focus their attention on the three most widely accepted individuals, Bob, Frank and Ian, in the selection of their seatmates. To be accepted it was also necessary to conform to the group's standards without being unduly critical. Eric, who was open in his criticism of the group, was isolated on one of the sociometric tests and chosen only once on each of the others. For acceptance in the group it is also necessary to be available for participation in its activities. Hugh, through hospitalization and the pressure of school work, was not able to join his fellows in their social activities and was an isolate on two tests and chosen only once on two others. The significance of this is increased since Hugh appeared to be fairly



well accepted by the group on the first sociometric test, given in September, 1956, before his illness.

Sharing the interests of the group is also a factor influencing acceptance. George, who appears socially immature, gained some status with the members through participation in athletic activities. Alan, the youngest in the group, does not share any of the interests of his classmates and was not chosen on the last sociometric test given in March, 1957.

Alan, George and Hugh, who were not well received by the group, were its youngest members. Since Clifford, the oldest boy, was well accepted, it would seem that being younger than average is detrimental in gaining a position in the group.

The significance of the automobile as a device for gaining the approval of the other boys was mentioned by Ian and Bob. In their autobiographies and on the Rotter both boys indicated that they felt insecure in the group and implied that their use of the family car improved their status with their peers.

In gaining acceptance in the group it appears that the individual must be recognized by the key members, share similar interests, be available and eager for participation in group activities and conform to group standards. The use of an automobile may be an asset in achieving status in the eyes of the peer group.

The role of the individual appears to have some influence on his behavior. According to paragraphs written by the members, they expect their leader to be cheerful, a good sport, easy-going, sociable and active. These expectations were realized in the behavior of the only widely accepted leader,



Frank, as far as the tests used could determine. From the results of the personality tests, the followers are likely to be less active and more restrained and submissive than the leaders. The more active followers will be expected to assume the leadership in some activities as Clifford did in athletics. There is certain behavior expected from friends, according to paragraphs written by the members of the grade eleven class. An individual must be able to get on well with others and share interests, be generous, trustworthy and understanding in his activities with his friends in order to maintain this position. From these observations it would seem that the expectations of the group for the role assumed by the individual appear to have some influence on his behavior.

On the Rotter Incomplete Sentences Blank several of the boys indicated that they felt insecure in social situations. They were just beginning to enjoy activities as a crowd, and consequently did not have the experience in this type of behavior that would give them a feeling of ease. The boys expressed a desire to learn how to dance and how to conduct themselves properly in the crowd. This suggests that the increasing importance of social activities exerts a pressure on members of the group. They must be able to get along, not only with the boys, but with the girls that increasingly enter into membership with their crowd.

The fact that certain students came to school by van seemed to influence their behavior. The vans arrive shortly before school begins in the morning and leave immediately after four in the afternoon. This means that the boys are not



usually available for activities with the town students outside school hours. In addition, on the farm they have added responsibilities, decreasing their opportunity to participate in social affairs in town. Due to this the vanned boys are not readily taken into the social groups of the school and tend to form close associations among themselves. This was noted in the case of Clifford and Hugh in this study.

Within the group the pressures influencing behavior seem to come from the individual's desire to gain acceptance, which is affected by his acquaintance with the key members, interests common to the group, availability and desire to participate in the activities of the groups, his conformity to group standards, his age, and to a more limited degree his use of an automobile. Other factors affecting behavior are the roles assumed by the individual, an increased desire for crowd activities and membership in the minority group of vanned students.

#### Factors Outside the Group

In their autobiographies and on the Rotter Incomplete Sentences Blank, most of the boys indicated satisfaction with their home life. One exception was Dennis, who implied that he had some difficulty getting along with his family. His independent attitude and hostility, particularly noticeable at school, may be a reflection of this situation.

On the S.R.A. Youth Inventory, Bob, Ian and George indicated that they had problems at home through high or high average scores in the area My Home and My Family. In their autobiographies, Bob and Ian suggested that undue emphasis



had been placed on academic achievement by their mothers. Their ability was such that the expectations of their parents could not be met. This could cause the feelings of insecurity suggested by the personality measures used in this study.

It would appear that the home exerts a great influence on the behavior of the adolescent. Influences producing adjustment difficulties in the individual appear to be more easily recognized than those of a positive nature.

Another pressure effective upon the attitudes and behavior of the individual seems to be the school. Since attendance in school is the major occupation of this group, the frequency of comment on this situation is understandable. Alan did not achieve as high a standing in his courses as he desired and this has led to a fear of failure in school according to his responses on the Rotter Incomplete Sentences Blank. This fear appears to be transferred to other situations for Alan comments, "My greatest worry is to try something and fail." Such an attitude would seem likely to influence his behavior and may be responsible for his low score on the Ascendance scales of the personality tests. Alan appears to be a quiet, retiring, submissive youth.

The outstanding example of the effect of both the school and home on the behavior of the individual is in the case of Bob. His inability to cope with the academic subjects made it impossible for him to live up to the expectations of his mother. This problem seems fundamental to his difficulties in other areas and may be the cause of the withdrawal tendencies suggested by his low score on the Ascendance scale of the



Guilford-Zimmerman Temperament Survey. It might also produce the anxiety and tensions revealed on the Emotional Stability scales of the personality tests.

Ian, too, was forced into an academic pattern for which he was not suited. This produced in him traits similar to Bob, but because he seems less attached to his home, they were less pronounced.

The analysis of the data on this group of boys reveals that within the group the desire for acceptance, the roles assumed by the individual, membership in minority groups and the awakening interest in social affairs affect the behavior of the individuals. Outside the group, the home and the school appear to exert the greatest pressure on its members.

In order to determine if the pressures inferred from the tests and observations made on the group were actually recognized by the members, they were asked to write paragraphs discussing the things that influenced them most. The results of this are shown in Table Nineteen.

TABLE XIX

PERCENTAGE DISTRIBUTION OF FACTORS  
MOST INFLUENTIAL ON ADOLESCENT BEHAVIOR

Factor	%	Factor	%
People	71	Home	43
School	71	Friends	29
Sports	57	Church	29
Parents	43	Social Activities	29



In their paragraphs the boys suggested that they were influenced by people in different ways. The teachers provide guidance, particularly in the area of vocations. During their contacts with adults the boys felt that they learned by observation how to conduct themselves as mature individuals. At school they suggested that techniques in getting along with others were developed as they associated with their classmates. In sports again they implied that the important aspects were the relationships formed between the players. There is also, in this area, the important factor of learning to play according to the rules. The home and parents serve as a base of security to the boys. In most instances the parents were looked to for guidance in personal problems. Social activities were suggested as devices that help to rid the individual of shyness and nervousness. The church was named here as an influence on behavior but was not mentioned at any other time.

Throughout the paragraphs the boys commented frequently on the importance of getting on well with others. This seems to be indicative of increased social consciousness on their part. On the whole the influences on behavior determined from the data obtained by tests and observations appear to agree fairly well with those expressed by the boys in their writing. This might be considered to be some verification of these inferences.



## CHAPTER XII

### SUMMARY AND CONCLUSIONS

To permit an intensive investigation extending over seven months, the scope of this study was limited to two phases of adolescence, the structure of the peer group and the influences on the behavior of its members. Since age and sex are important in grouping, the specific group selected for the study was made up of the boys of the grade eleven class in Brooks High School. In securing data on these boys several procedures were employed. These included measures of sociometric status, interests, intelligence, achievement, adjustment and personality. Autobiographies and interviews with parents, teachers and students were also used. The data collected were analyzed to determine the structure of the group, the nature of its members, the roles they assumed and the factors that influence their behavior. As was mentioned, the case study method was employed in this study, not because of the truths it was expected to verify, but for the insights expected to be revealed.

#### Group Structure

1. The structure of the group appeared to undergo some changes during the early months of school with an increase in stability as time passed. Because of the vacation period which produces little interaction between members, the value of the



sociometric test as an indicator of the structure of the group at the beginning of the school year is rather dubious.

2. The results of the sociometric tests indicate that Frank, Ian and Bob remained the most popular members of the group throughout the investigation.

3. The major changes in the sociograms appeared to be due to an attempt on the part of the peripheral members to gain acceptance from the popular boys.

4. The members seemed to choose companions for movies on the same basis as they chose seatmates, since the sociometric tests using these criteria yielded similar results.

5. The boys appeared to be more particular, however, in the selection of home visitors, since the sociogram formed using the criterion, "Whom would you like to have home with you for the Christmas holidays?" showed a choice pattern that differed from the others. This might be due to the individual attempting to anticipate the acceptance of the visitor by the family. Also if the activities of the parents or the home itself differed greatly from the average such as in the case of the rural boys and those of lower class level, it might adversely affect the individual in the eyes of his associates and lower his status. Since the results of this question do not agree with the other two, it is probably unsatisfactory for the purpose of establishing the structure of the group. The lack of agreement might be due to factors other than inter-pupil relationships, such as those mentioned above, entering the responses.



6. The Classroom Social Distance Scale developed by Cunningham yielded self-social-distance scores that suggested that the boys most accepted by their peers tended to be more careful in the selection of their friends. Those who were insecure tended to value the group more highly. The group-social-distance scores, which measure the acceptance of the individual by the group, were not in agreement with the results of the sociometric tests. The Classroom Social Distance Scale seemed to be a less effective device for measuring the acceptance of the individual in a small group, since one rating could affect the total score unduly.

#### Roles

1. The results of this study indicated that all the members of the group were not of equal status. The rank of the individual appeared to be determined by his role in the group structure.

2. Friends. Best friends may be formed on several bases. The friendship between Bob and Ian appeared to have been founded on a similarity of personality traits and interests. Compensation and admiration seemed to be the basis for the friendship between Bob and Frank. Hugh and Clifford, the third pair of friends discussed, were members of a minority group at school, the vanned students, and this appeared to be the cause of their friendship. In addition, factors relating to the home environment seemed to play some part in the formation of friendships.



3. Popular Persons. The reason for the popularity of some of the group members was rather obscure. Frank, the leader, might have been chosen on the strength of his positive personality traits. Bob and Ian might be popular due to their close association with Frank. Clifford seemed to be rated highly by his associates through their identification with him in his decision to leave school. Intelligence did not appear to be related to popularity, but all the boys tended to be underachievers in their school work.

4. Leaders. In this group Frank was the only widely accepted leader. According to the personality tests, he was active, carefree, optimistic and cheerful. He liked to be with people and tended to dominate his associates. He had the highest mental ability rating of the boys with an I.Q. of 123. With an age of sixteen years, eight months, Frank was slightly older than the average for the group. In general these findings agreed with earlier reports on leaders by Meyers<sup>67</sup> and Reynolds.<sup>68</sup>

5. Followers. According to the tests used, followers tended to be less active, less stable emotionally, more restrained, submissive and thoughtful than the leaders. Active followers, such as Clifford, Ian and Bob could assume leadership in some activities.

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<sup>67</sup>R. Meyers, "The Development and Implications of a Conception of Leadership for Leadership Training," quoted in P. J. Bratton, and Associates, "Status and Student Leadership," Educational Leadership, 13, January, 1956, pp. 209-214.

<sup>68</sup>F. J. Reynolds, "Factors of Leadership Among Seniors of Central High School, Tulsa, Oklahoma," Journal of Educational Research, 37, January, 1944, pp. 356-361.



6. Isolates. The reasons for non-acceptance in the group appeared to be a lack of conformity to group standards and undue criticism of its activities, non-participation in its activities and a lack of common interests with the members. Two of the isolates, Hugh and Alan, were the youngest members of the group and so must have seemed immature to their classmates.

#### Factors Influencing Behavior

##### Within the group.

1. One of the important factors influencing the behavior of the individual seemed to be the desire to gain acceptance in the group. To do this it appeared that a boy must gain recognition from one of the key members, share similar interests, be available and eager for participation in group activities, conform to group standards and be near the average age of the group.

2. The expectations associated with the role of the individual in the group were also influential in determining behavior. According to paragraphs written by the boys, the leader should be cheerful, a good sport, easy-going, sociable and active. Frank, the leader of this group, possessed these traits as far as personality tests could determine. These measures also suggested that the followers were less active and less extroverted than the leader. The more active followers could assume leadership in some instances, as Clifford did in athletics. The members of the group expected that their friends would be able to get along with others and share interests, be generous, trustworthy and understanding in their



activities with them.

3. The increasing importance of social activities seemed to exert pressure on the members of the group. They were just beginning to enjoy participation in the crowd, and, through lack of experience, felt ill at ease in social situations. Many appeared to be motivated by a desire to learn how to dance and how to conduct themselves properly in the crowd. They found it necessary to get along, not only with the boys, but with the girls that entered increasingly into their crowd.

4. The students that came to school by van were not readily taken into the social groups of the school, a situation noted earlier by Bonney,<sup>69</sup> and tended to form close associations among themselves. In this study Clifford and Hugh illustrate this tendency. Membership in this minority group appeared to influence their behavior.

#### Outside the Group.

1. Outside the group, the home appeared to exert considerable pressure on the individual. The independent, hostile attitude of Dennis seemed to be caused by his difficulty in getting along with his family. Bob and Ian could not meet the expectations of their parents in their school work and this appeared to produce feelings of insecurity in them. It seemed that the home influences that produced adjustment problems for the boys were those most readily identified.

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<sup>69</sup>M. E. Bonney, "A Sociometric Study of the Peer Acceptance of Rural Students in Three Consolidated High Schools," Educational Administration and Supervision, 37, May, 1951, pp. 234-40.



2. The school also seemed to affect the behavior of the individual. A fear of failure in school subjects appeared to be transferred by Alan to other situations and might be the basis for his retiring nature and tendencies toward submissiveness as suggested by the personality tests. In the cases of Bob and Ian mentioned above, the failure at school seemed to be a significant determining factor in their other adjustment problems. The boys suggested that the teachers influenced their behavior by example and by giving them guidance, particularly in the vocational field.

#### Effectiveness of Teachers' Judgments

The study also revealed that the members of the group considered to be socially adjusted by the teachers were not so rated by their fellows. The teachers used somewhat different criteria in evaluating adjustment, tending to rate highly Alan, Eric and Hugh, who were the quiet, retiring and conforming students. This was not in agreement with either the test results, the individual's concept of himself or the judgments of the other students, since all three were found to be isolates on the sociometric tests. The teachers likely named these boys as well adjusted because they presented fewer discipline problems in class. It appeared that the teachers did not judge social adjustment accurately.

#### Implications for the School

1. The above suggests that there is a need for wider use of measurement in the classroom. The utilization of sociometric and adjustment tests to establish the position of



the individual in the group would aid the teacher in understanding his pupils, provided that proper rapport was maintained to insure, as far as possible, the validity of the test results. By identifying the insecure members of the class, the teacher might be able to assist those pupils in gaining the acceptance of their peers. It would seem likely that an individual who feels that he belongs in the group would be able to achieve greater results at school. Since conformity is important to the adolescent, the establishment of satisfactory relations with the leaders would likely carry over to the entire group; thus the identification of the leaders would assist the teacher in the maintenance of discipline.

2. The concern of these young people with their social development might be eased by the school. Instruction in social practices could be given and opportunities are available in the activities of the school for these to be put to use.

3. The fact that in several instances the boys had difficulty in relating their interests and ability with their vocational choice suggested that there is a need for more guidance in this area. In smaller centers the school seems to be in the best position to assist these people. Greater effort, perhaps, should be made in small schools in the field of vocational guidance.

#### Future Studies

With the limited number of individuals involved, the results of the case study method are never regarded as the proof of any hypotheses. On the other hand it does provide



insight into behavior that furthers the understanding of the individual and also is a valuable source of hypotheses that can be verified with large sample techniques.

There are many areas related to this study that would increase the knowledge of the structure of the adolescent peer group and its influences. An investigation in rural and urban schools would broaden the scope of the study. To discover the developmental nature of the group structure, the boys in grades nine, ten and twelve would have to be involved. The problem of the vanned student in his interaction with the group may be worthy of investigation.

As a technique for securing personal data on the boys of this group, the autobiography did not meet with a satisfactory response. The difficulty may lie within this particular group. Since the majority were underachievers at school, they may not have found the composition of the autobiography an enjoyable task and hence did not respond.

Recognizing the limitations of this study, with its small group and restricted area of investigation, it is hoped that it will be of some assistance in the understanding of adolescents and serve as an incentive for further studies in different areas and on broader planes.



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## APPENDIX



## APPENDIX

### APPENDIX A. Character Sketch

Name \_\_\_\_\_

Marks the words or phrases in the columns below that in your judgment characterize \_\_\_\_\_. Use the remaining space on this page to further explain or describe his characteristics. These remarks will be regarded as confidential information.

<u>Active</u>	<u>Assertive</u>	<u>Self-confident</u>
<u>Good natured</u>	<u>Imaginative</u>	<u>Restless</u>
<u>Worries</u>	<u>Dependable</u>	<u>Wide interests</u>
<u>unnecessarily</u>	<u>Punctual</u>	<u>Quiet</u>
<u>Original</u>	<u>Inferiority</u>	<u>Impulsive</u>
<u>Intellectually</u>	<u>feelings</u>	<u>Excitable</u>
<u>alert</u>	<u>Talkative</u>	<u>Lazy, indolent</u>
<u>Nervous</u>	<u>Obedient</u>	<u>Impatient</u>
<u>Shy</u>	<u>Easily</u>	<u>Sociable</u>
<u>Quick tempered</u>	<u>discouraged</u>	<u>Bold</u>
<u>Day dreamer</u>	<u>Persistent</u>	<u>Domineering</u>
<u>Easily distracted</u>	<u>Slow thinker,</u>	<u>Stubborn</u>
<u>Courageous</u>	<u>plodder</u>	<u>Moody</u>
<u>Does not</u>	<u>Cheerful</u>	<u>Kindly</u>
<u>concentrate</u>	<u>Self-conscious</u>	<u>Easy-going</u>
<u>Depressed</u>	<u>Too serious</u>	
<u>Co-operative</u>	<u>Hard worker</u>	
<u>Good sport</u>	<u>Childish fears</u>	



## APPENDIX B. Guess Who

After each statement list the members of this class whom you feel are being described. Include your own name if the picture fits you. There may be more than one description of the same person. Use your own judgment.

1. Here is a talkative person, always has something to say.
2. This is one who is silent, rarely enters a conversation.
3. Here is one who is considerate of others in his(her) actions.
4. This person is generally inconsiderate of others.
5. This one often influences the group in their activities.
6. Here is one who is not very influential.
7. This person really seems to enjoy life.
8. This person puts studies before other activities.
9. Here is one who puts studies last.
10. This person is co-operative, works well with others.
11. Here is one who is unco-operative generally.
12. Here is one who is liked by all the group.
13. This person is generally disliked by the group.
14. Here is an "old-acting" person, wants you to believe that he(she) is older than he(she) really is.
15. This one is a "young-acting" person.
16. Here is one who wants to be the "centre of attention" all the time.
17. This one is popular with the opposite sex.
18. Here is one who takes the lead in school activities.



## APPENDIX C. Guess Who

After each statement list the members of this class whom you feel are being described. Include your own name if the picture fits you. There may be more than one description of the same person. Use your own judgment.

1. Here is the class athlete. He (or she) can play many games well and is a good sport.
2. Here is someone who is always ready to play or work with the rest, even when he (or she) can't have his own way.
3. This is a happy person, cheerful nearly all the time.
4. Here is one who always complains, knocks and crabs about nearly everything.
5. This is one who always wants his own way, always wants to be "head-man".
6. Here is a person who likes to talk a lot, always has something to say.
7. This one is quiet, hardly ever enters a conversation.
8. Here is a person who likes jokes - even when on himself.
9. This person can't be kidded, doesn't even like jokes played on others.
10. Here is a person popular with the opposite sex.
11. This person doesn't seem to get along well with the opposite sex.
12. Here is one who is always neat and tidy in appearance.
13. Here is a person who doesn't seem to care what he looks like.
14. Here is someone who is always ready to take a chance on things that are new and unusual, and is never worried or frightened.
15. Here is someone who is always scared or worried, who won't take a chance on something new or different.
16. This is someone who controls his temper and never gets angry.
17. This person flares up and gets mad on the slightest excuse.



18. Here is one who will take the initiative in a situation, gets things started.
19. This one would rather be led than be the leader.
20. This person seems to be liked by all, is generally popular.
21. This one doesn't seem to have any friends.
22. Here is a person who is conceited.
23. This person is not a conceited person.
24. Here is a person who is good looking, handsome or attractive.
25. This person is not very good looking.



## APPENDIX D. The Classroom Social Distance Scale\*

	Alan	Bob	Clifford	Dennis	Eric	Frank	George	Hugh	Tan
1.	Would like to have him as one of my best friends.								
2.	Would like to have him in my group but not as a close friend.								
3.	Would like to be with him once in a while, but not often or long at a time.								
4.	Don't mind his being in our room but I don't want to have anything to do with him.								
5.	Wish he weren't in our room.								

\*The Classroom Social Distance Scale by Ruth Cunningham was made available for this study through the kindness of the Bureau of Publications, Teachers College, Columbia University.









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